영어

ENGLISH

제1중학교, 중학교

3

외국문도서출판사

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Contents

머 리 말

위대한 령도자 **김정일**원수님께서는 다음과 같이 말씀하시였다.

《어휘와 표현, 문법규칙 같은 외국어지식을 많이 가지고있어도 그것을 활용할줄 모르면 외국어를 소유하였다고 말할수 없습니다.》

위대한 수령 **김일성**대원수님과 위대한 령도자 **김정일**원수님께서 외국어학습과 관련하여 주신 교시와 말씀을 높이 받들고 3학년영어교과서는 학생들의 외국어수준을 한계단 높일수 있게 집필되였다.

교과서는 위대한 수령님과 경애하는 장군님의 위대성에 대한 자료와 력사, 지리, 생물, 체육을 비롯하여 학생들의 일상생활과 관련한 주제, 상식자료 등으로 본문내용이 구성되였다.

이와 함께 일상생활에서 맞다들리게 되는 여러 정황에 따르는 입말 및 글말록음자료들을 배합하여줌으로써 발음과 억양을 정확히 소유할수 있도록 하였으며 듣기본문이나 읽기본문에서 배운 단어와 문법을 활용할수 있도록 다양한 련습을 주었다.

학생들은 분초를 아껴가며 열심히 배우고 또 배워 내 나라, 내 조국을 과학으로 받들어나가는 유능한 과학자, 기술자로 준비해나가야 한다.

Let's Learn from Mother Kim Jong Suk, the Anti-Japanese Heroine!

Birthplace of Mother Kim Jong Suk, the Anti-Japanese Heroine at Hoeryong

Theme A A good life

Topic
Sports for everybody

1 *Your ideas* Sports and you

Discuss these questions with your class.

Which sports do you like doing?
Do you hate doing any sports?
Why do people do sports?
How do different sports make you strong?

2 *Reading* Different kinds of sports

2.1 *Discussion* Sports that make you strong and flexible

Look at the list of sports. How much energy do you need for each sport? Write 1 (a little) to 3 (a lot).

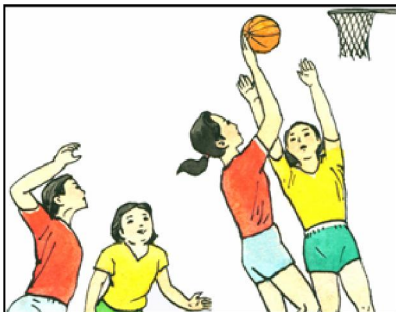
Do they make you strong and flexible? Write one tick √ (a little), two ticks √√ or three ticks √√√ (a lot).

Sport	How much energy do you need?	Does it make you: strong?	flexible?
basketball			
badminton	2	√√	√√√
cycling	2	√√√	√
football			
golf	2	√√	√√
running			
swimming			
table tennis	1	√	√√
walking	2	√	√

2.2 *Reading* Sports for health!

Read the text and check your answers to Exercise 2.1.

You can listen to the text on the cassette.

Swimming is an excellent way to keep fit. It makes your body very flexible (√√√) and can make your body very strong (√√√). Energy level: 2

Basketball is now a very popular game. It is also a very good way to become very strong (√√√) and flexible (√√), but you need a lot of energy. Energy level: 3

Football is popular all over the world. You need a lot of energy to play football well, but anybody can start playing. It makes your legs and your body very strong (√√√). It also helps to make your body flexible (√√). Energy level: 2

Running is a good way to keep fit. Anyone can do it. Running can help to make you strong (√√√). It is very good for your legs, for your heart and your lungs. It also helps to make your body flexible (√). Energy level: 2

2.3 *Reading* Anaerobic and aerobic exercise

Read the text. Is football or swimming better for you? Look at the list of sports in Exercise 2.1. Is each one more anaerobic or aerobic?

You can listen to the text on the cassette.

FOOTBALL OR SWIMMING: WHICH IS BETTER FOR YOU?

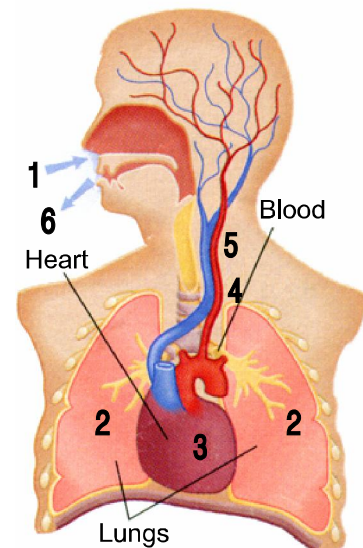
There are two types of exercise: **anaerobic** and **aerobic**.

Football and basketball are **anaerobic** exercises. In anaerobic exercises, you move suddenly and quickly. They make your muscles stronger but they don't help your heart very much.

Swimming and running are **aerobic** exercises. In aerobic exercises, you move all the time. They make your heart stronger and they improve your blood circulation.

HOW DO AEROBIC EXERCISES HELP?

Aerobic exercises are better for you. You breathe more oxygen, your heart works hard and this helps your body.

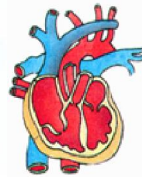
1 You breathe oxygen into your lungs.
2 The oxygen goes into your blood and then to your heart.
3 The heart sends your blood around your body.
4 Your body takes oxygen out of your blood and puts carbon dioxide (CO_2) into it.
5 Your blood goes back to your heart and then to your lungs.
6 You breathe CO_2 out of your lungs.

2.4 *Vocabulary* What's the word?

Find nine words in the puzzle. They go (→), (↓), and (↘).

Make your own word puzzle. Draw or write the clues.

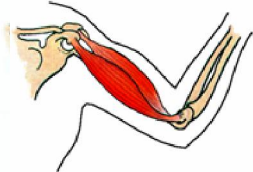
A	E	F	G	E	G	L	Y	U	T	F	R	H
H	N	E	S	H	L	W	J	K	O	L	K	Y
Q	J	W	S	T	R	E	S	R	A	E	G	I
J	O	B	H	Y	R	R	G	I	U	X	J	H
J	Y	J	A	K	O	O	Y	S	T	I	E	E
N	B	B	V	G	T	Y	N	R	D	B	E	A
M	L	B	O	D	Y	I	O	G	S	L	S	L
F	S	G	E	T	E	F	H	A	S	E	A	T
J	H	S	J	J	S	L	U	N	G	S	A	H
E	X	C	E	L	L	E	N	T	N	A	L	T
H	E	A	R	T	T	M	U	S	C	L	E	S

a We breathe with our **l**____.

b **h**____

c Swimming makes your body **f**______.

d **l**___

e Sport for **h**_____!

f **m**______

g Sport can make your **b**___ strong and flexible.

h Running is an **e**________ way to keep fit.

i Football makes your legs **s**_____.

2.5 *Guided writing* Write about a sport

Read the text in Exercise 2.2 again. Choose another sport from the table in Exercise 2.1 and write a short paragraph about it.

How is the sport good for your health? What do you like about it?
How much energy do you need? Where can you do it?

3 *Reading* The life of a champion swimmer

3.1 *Your ideas* Sun Ok, the swimmer

Sun Ok is 14 years old. She is still at school but she is also a champion swimmer. She wants to swim in the Olympic Games.

How often do you think Sun Ok goes swimming? When?
Does she do any other exercise, do you think?
How different is her life from yours?

Discuss your ideas with the rest of the class.

3.2 *Reading* Swimming for Korea

Read about a day in Sun Ok's life. Can you answer the questions in Exercise 3.1 now?

Do you think her life is exciting? Do you think she has many friends?

A day in Sun Ok's life

Sun Ok, just 14 years old is one of the top swimmers. She wants to win a gold medal in the Olympic Games. Her life is probably very different from yours. Her day starts at 5.00 a.m., when she gets up and begins training. She has the same timetable for everyday. She swims 300 lengths (15 kilometres) and still has time for schoolwork!

05.00–05.10	Sun Ok gets up.
05.10–05.30	She goes to the swimming pool.
05.30–07.00	She swims 100 lengths – that's 5 kilometres.
07.00–07.30	She has a light breakfast and then goes to school.
07.30–15.30	She is at school. She does her homework at school.
15.30–18.30	She goes back to the swimming pool and swims 200 lengths.
18.30–19.00	She does more exercises.
19.00–21.00	She gets back home, has her dinner and then does some more exercises. She lifts weights until 9 o'clock.
21.00–	Bedtime. She sleeps for 8 hours before she starts swimming again!

3.3 *Speaking* An interview

Imagine that you are interviewing Sun Ok. Prepare some questions to ask her.

What time do you get up, Sun Ok? *Do you swim at the weekend?*

One of you is Sun Ok and the other one is a magazine reporter. Practise your interview and then act it out for the class.

3.4 *Writing* Interview your neighbour

Talk to your neighbour. Ask each other about your favourite day and what you do.

Which is your favourite day? What time do you get up? What do you do?

Make notes about what your neighbour says. Then write the first paragraph of a short magazine article.

A DAY IN THE LIFE OF…

4 *Review* Your Language Record

Write the meanings.

Word	Meaning	Example
flexible		Swimming makes you very **flexible**.
health		Sports are good for your **health**.
homework		Sun Ok does her **homework** at school.
How many …?		**How many** sports do you do?
How much …?		**How much** energy do you need for football?
popular		Football is a very **popular** sport.
probably		Sun Ok's life is **probably** very different from your life.
quickly		In football, you run **quickly**.
suddenly		In anaerobic sports, you often move **suddenly**.
heart		Running is good for your **heart**.
get up		Sun Ok **gets up** at 5.00 a.m.
help		Cycling can **help** to make you stronger.
improve		Swimming **improve**s your blood circulation.
lift		Sun Ok **lift**s weights.
keep fit		It is important to **keep fit**.

Choose five more words from the box. Add their meanings and examples.

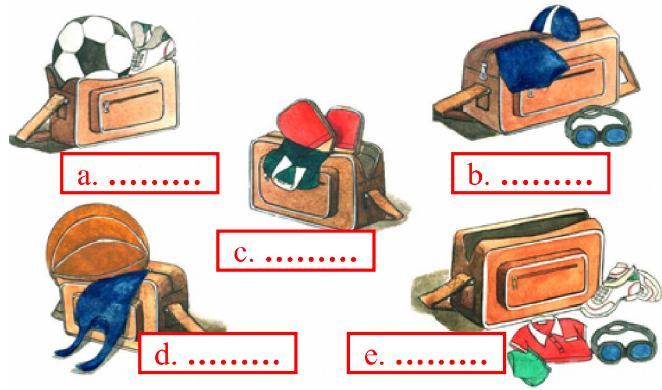
fishing	walking	lungs	excellent	anybody
blood	breathe	hard	another	

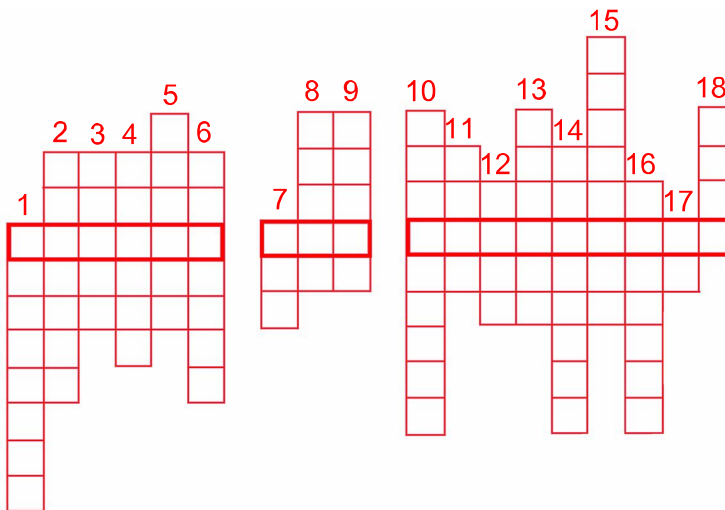
Supplementary Exercises

1 *Reading* Sports for Man Su

Read about Man Su and the sports that he does. Can you write the correct name of the day under each bag?

Man Su loves sports. He does some sport every day. After school on Mondays, he goes running with some friends for about half an hour. Then he goes swimming before he goes home for dinner. He also plays in two school teams. On Wednesdays he plays football at school and on Friday evenings he plays in the table tennis team. On Saturday and

Sunday mornings he goes swimming again. He also walks to school every day except Sunday. On Sunday afternoons, he does his favourite sport – basketball!

2 *Vocabulary* What's the word?

Write the correct word into the squares. What do they spell?

1 In anaerobic sports, you move **s**_ _ _ _ _ _ _ _.
2 Sports help to **im**_ _ _ _ _ your blood circulation.
3 A red liquid in your body
4 Football makes your legs **s**_ _ _ _ _.
5 Is swimming or football **b**_ _ _ _ _ for you?
6 If you want to lift very heavy things, you need strong **m**_ _ _ _ _ _.
7 Swimming is a good way to keep **f**_ _.
8 Do you **e**_ _ _ _ doing sports?
9 A pump in your body
10 Very good.
11 In basketball, you have to **m**_ _ _ quickly.
12 **H**_ _ _! The house is on fire!
13 You don't need a lot of **e**_ _ _ _ _ to walk.
14 Some very old games that started in Greece
15 Badminton can make your body **f**_ _ _ _ _ _ _.
16 Football is a very **p**_ _ _ _ _ _ sport.

17 What sports do you **d**_?

18 Exercise is good for your **b**_ _ _.

3 *Writing and speaking* Talk to Peter

Write your answers to Peter's questions. Tell him what you think about sports.

PETER: Hello. How are you?

YOU: ....

PETER: I'm very tired. Today is my sports day. I go swimming in the morning and then I play football in the afternoon. Do you do any sports?

YOU: ....

PETER: Oh, really? I like sports a lot. My favourite sport is badminton. Do you have a favourite sport?

YOU: ....

PETER: I'm in the school badminton team. Are you in a team?

YOU: ....

PETER: In my school, people play football a lot. What sports do people play in your school?

YOU: ....

PETER: I like watching football on television. Do you like watching sports on television?

YOU: ....

PETER: That's interesting. Oh, look at the time! I've got a football game now. Bye!

YOU: ....

You can talk to Peter on the cassette.

4 *Writing* A day in your life

What do you do every day?
Look at Exercise 3.2 and write about a day in your life.

5 *Say it clearly!* /ɪŋ/

Be careful how you say 'ing'! Listen, and say the sentences.

Swimming makes you flexible.
Walking is good for you.
Running is a good way to keep fit.
I like cycling, walking, swimming, running, sleeping and eating!

Language focus

Special verbs, adverbs

1 *Reading* Sun Ok, the swimmer

Hak Su talked to Sun Ok about her training. Read what she said. Answer the questions.

What does Sun Ok say about her training?

She says she started training when she was about nine.

What does she say about:

a swimming? **b** school? **c** homework? **d** her friends?

Interview with Sun Ok

HAK SU: When did you start training?
SUN OK: Well, I started training when I was about nine. At first, only for about an hour every day.
HAK SU: But now you do four and half hours every day.
SUN OK: That's right.
HAK SU: Do you enjoy training?
SUN OK: Oh, yes! I love it. I really love swimming.
HAK SU: What about school?
SUN OK: Well. I enjoy going to school. I don't mind doing homework.
HAK SU: Is it difficult to train so much and do your schoolwork?
SUN OK: It's difficult, yes, but it's not impossible. I stopped going out with my friends so much. Now I have more time to train.
HAK SU: What do you do in your free time, Sun Ok?
SUN OK: Free time? What's that?

2 *Grammar*

Verb + '-ing'

2.1 *Verb + '-ing'* 'Special' verbs

'Love' and 'start' are 'special' verbs that usually have '-ing' after them.

I *love* swimm*ing*.
I *start*ed train*ing* when I was nine.
I *stop*ped go*ing* out with my friends so much.

Look back at Exercise 1. Can you find more 'special' verbs?

2.2 *Practice* What do you think?

Talk to your neighbour. Ask each other about what you like.
What do you think about:

- – listening to music?
- – doing sport?
- – doing Maths?
- – doing your homework?
- – reading?
- – learning English?
- – going to school?

I like -ing …

I love -ing …

I don't mind -ing …

I hate -ing …

2.3 *More practice* Write about your opinions

Write sentences about some of the things in Exercise 2.2.

I like listening to music very much.
I don't mind doing my homework.

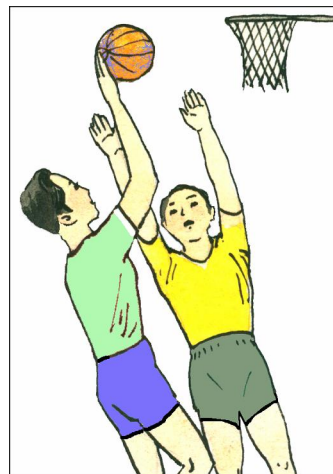
Adverbs

2.4 *Your ideas* What do you say?

How do you say these sentences in Korean?

a In anaerobic sports, you move suddenly.
b In football, you run quickly.
c In fishing, you wait quietly.
d She walks slowly.
e He drives dangerously.

In anaerobic sports, you move suddenly.

Words like 'quickly', 'suddenly' and 'quietly' are called *adverbs*. They tell you *how* somebody does something.

In football, you run quickly.

In fishing, you wait quietly.

2.5 *Adverbs* How to form adverbs

Can you complete the sentences?

He is a very bad driver.	He drives very **.........** . (dangerous)
They are very good singers.	They sing very **...........** . (sweet)
I can understand him easily.	He speaks very **.........** . (slow)

Most adverbs have '-ly' at the end: quiet→quiet**ly** dangerous→dangerous**ly**
Sometimes 'y' changes to 'i': happy→happ**ily** easy→eas**ily**
Some adverbs are different: good→well fast→fast hard→hard

He's a very good driver. He drives very well.
When I run, my heart beats very fast.
He works very hard.

2.6 *Practice* Writing adverbs

What do these notices say? Use adverbs from these words.

quiet slow careful loud quick

2.7 *Play a game* Miming adverbs

Choose a phrase and mime it to the class. They have to guess what you are doing.

walk slowly   shout loudly   drive fast   drive dangerously
draw something carefully   talk slowly   talk quietly
walk quickly   open something carefully   work hard
write something slowly

You're working hard!

You are talking slowly!

You're driving dangerously!

3 *Language functions* Classroom language

3.1 *Your ideas* What can you say?

What can you say in your English lesson in these situations?

a You don't understand a word.
b You can't hear.
c You want a dictionary.
d You don't know how to write a word.

3.2 *Listening* In class

Listen. Alison and Will are in a Mathematics lesson.

What's Alison's problem? What questions does she ask Will?

Teacher: Right now. This line is the diameter. We can call it ‘d’. Now as you know, you use the formula ‘πd’ to calculate the circumference of the circle …

Here’s an example. If the diameter is 3cm then the circumference is ...

Alison: What did she say?
Will: She said that’s the diameter.
A: I know that. What does ‘pi’ mean?

... the circumference of this circle is 9.4cm.

W: I don’t know. Ask her.
A: No. You ask her.
W: No. You ask her.

That’s not too difficult, is it, Alison?

A: No, Miss.

Good. Now, for homework, I want you to practise that. Do Exercises 7 and 8 on pages 45 and 46. For next Monday, OK?

A: What page did she say?

Good. Now look at page 53. This is a new topic. We’re going to look at the area of triangles. First, do you remember what an equilateral triangle is? Anybody?Do you remember what an equilateral triangle is?

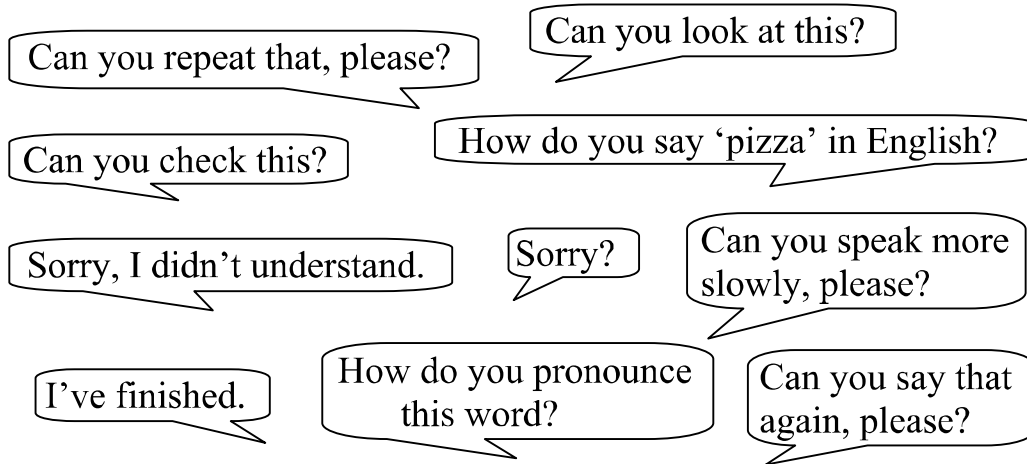
W: Page 45.
A: I know that. What was the other page she said?
W: I don’t know. I didn’t hear. What page are we on now?

Alison?
A: Yes, Miss.
T: Are you listening?
A: Yes, Miss.
T: Good. Now tell us what it means.
A: It means ... er ... what did you say, Miss?
T: Alison!

3 *Speaking* If you don’t know, ask!

Here are some more situations. What can you say to the teacher? Choose a phrase.

a You don't know how to say a word in English.
b You have finished your work.
c You want to know if your answer is correct.
d You didn't hear the teacher.
e The teacher is talking too fast.

Can you repeat that, please?
Can you look at this?
Can you check this?
How do you say 'pizza' in English?
Sorry, I didn't understand.
Sorry?
Can you speak more slowly, please?
I've finished.
How do you pronounce this word?
Can you say that again, please?

4 *Review* Your Language Record

Classroom phrases Write the meanings.

How do you pronounce this word? ....
Can you check this? ....
Sorry, I don't understand. ....
Can you repeat that? ....

'Special' verbs + '-ing' Write some examples.

I love swimming. I hate ....ing. I like ....ing.
I don't mind ....ing. I started ....ing.

Adverbs Make adverbs.

Adverbs with '-ly'

He's a careful driver. He drives very ***carefully***.
slow → slowly quick → .... dangerous → ....
quiet → .... loud → .... soft → ....

Adverbs with '-ily'

This is an easy exercise. I can do it very ***easily***.
happy → .... angry → .... noisy → .... heavy → ....

Adverbs that are different

He's a good cook. He cooks very ***well***.
fast → .... hard → .... late → .... early → ....

Supplementary Exercises

1 *Reading* What did he say?

Yong Ho is an international tennis player. He talked to Jane about his work. Choose the correct reply (a–d) for each of Jane's questions.

JANE: This year is an important year for you, isn't it, Yong Ho?
YONG HO: ....(1)............................... .
JANE: That's a lot of travelling!
YONG HO: ....(2)............................... .
JANE: When did you start playing in international competitions?
YONG HO: ....(3)............................... .
JANE: You have a very exciting life now, Yong Ho.
YONG HO: ....(4)............................... .

Yong Ho's replies:

a A lot, yes, but I love travelling. I enjoy playing in different countries.
b When I was about 14, I played in Pyongyang, and I won! But then I stopped playing for a few years. I had a lot of schoolwork.
c Exciting, yes, but it's a lot of hard work. If you want to stay at the top, you can't stop training, you know.
d Yes, that's right. In March I've an important game in Frankfurt. In June I'm in Cuba, and in August I'm in Russia.

You can check your answers with the cassette.

2 *Verb + '-ing'* All about you

Think back to when you were younger.

What did you like doing?
What did you hate doing?
When did you start doing something?
When did you stop doing something?

Write some sentences on the timeline.

For example:

When I was five, I started riding a bicycle.
When I was ..., I liked ... .
When I was ..., I stopped ... .
When I was ..., I hated ... .

BIRTH	1 year old	3 years old	5 years old	8 years old	10 years old	13 YEARS OLD

3 *Writing and speaking* Talk to Sarah

What type of films do you like? Now write your answers to Sarah's questions.

SARAH: What's your favourite type of film?
YOU: ....
SARAH: Why do you think that?
YOU: ....
SARAH: Do you like historical films?
YOU: ....
SARAH: Well, I don't like them. I think they're boring. What's the name of your favourite film at the moment?
YOU: ....
SARAH: Can you tell me what it's about?
YOU: ....
SARAH: How does it finish?
YOU: ....
SARAH: Sounds great! I'd like to see it!
YOU: ....

You can talk to Sarah on the cassette.

4 *Adverbs* How do they do it?

Write a sentence about each picture. Use the adjective to make an adverb.

Write the adverbs in the correct squares.

5 *Classroom phrases* What can you say?

What can you say in your English lesson in these situations?

a You haven't got a pen. ....

b You can't find the right page in your book. ....

c You can't hear your teacher. ....

d You need more time to finish the exercise. ....

e You want your teacher to check your work. ....

6 *Say it clearly!* /li/, /ɪli/

Look at the adverbs in Supplementary Exercises 4. Can you say them clearly?

Listen to the cassette and say the words.

dangerously	loudly	quietly	slowly
happily	easily	angrily	noisily

Culture matters

At school

1 *Reading* School life

1.1 *Your ideas* Your school day

What time do you begin and finish school each day? How does your school day begin? Do you eat anything at school? What? When? How many lessons do you have each day?

1.2 *Reading* Lee's school

Read about Lee's school day. How many things are different from your school?

You can hear the text on the cassette.

Lee goes to a junior high school. The school has 1 100 students between 12 and 15 years old. Lee goes to school from Monday to Friday, from 8.00 a.m. until 2.00 p.m.

Lee's day begins in his 'home class'. This is the room that his group uses most of the time. Here, his teacher checks that everybody is there.

After that, he has three lessons. At about 11.00 a.m. he has a long break for lunch until about 12.00. There is a canteen where he buys his lunch. The meals in the school are cheap. He has a hot meal every day at school.

After his meal, there are lots of activities in the school that he can do. Lee likes playing in the school band at lunchtime. His lessons begin again at about 12.00.

1.3 *Reading* School rules

Read the school rules. Do you think they are good rules?
Do you have the same rules in your school?

SCHOOL RULES

1 All students must look clean and tidy.
2 Students must not bring any knives to school.
3 Students must not eat or drink in the school buildings.
4 Students must not run or shout in the school buildings.
5 All students must bring the books, pens, paper and equipment they need for the day.
6 All students must keep their classrooms clean.

2 *Reading* Hak Su's school subjects

No	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	Mother Tongue	Geography	Mathematics	Korean History	Physics	Mathe-matics
2	English	Computer	Revolutionary Activities	English	Revolutionary Activities	English
3	Physics	Mathe-matics	Biology	Biology	Mathematics	
4	Mathe-matics	Mother Tongue	Physics	Geography	Computer	
5	Korean History	English	Chemistry	Chemistry	Physical Education	
6			Physical Education			

Hak Su has five lessons every day except Wednesday and Saturday.

On Wednesday, he does sports in the afternoon. He likes playing football and basketball. Saturday is Children's Union Member's Day. So after two lessons, he takes part in various activities.

Hak Su's favourite subjects are History and English. He's good at Revolutionary Activities of the Great Leader Generalissimo **Kim Il Sung** and Revolutionary Activities of the Great Leader Marshal **Kim Jong Il**.

On Thursday he has Chemistry. In Chemistry, he enjoys experimenting. Hak Su has short tests or 'quizzes' every week in each subject. He is always learning things for the quizzes. He loves them. He studies very hard so he usually gets full marks.

Look at Hak Su's timetable. Which do you think is his favourite day?
How many differences can you find with your school timetable?
How many lessons does he have? When does he do sports?
What subjects does he like? Do you also like those subjects?
How many differences can you find with your school timetable?

3 *Across cultures* Your school

How big is your school?
What subjects do you have on your timetable?
What rules do you have in your school? (Are they good rules, do you think?)
Write your timetable, your school rules or a short description of your school.

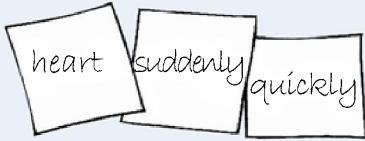
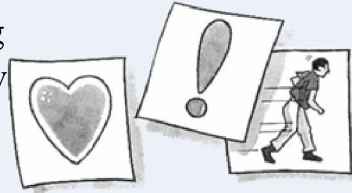
Supplementary Exercises

Help yourself with vocabulary

In Grade 2, there were two ways to help you learn vocabulary.
You can see them again in this Unit, and you can also see another way.
Use them to learn the words in Units 1–4.

From Grade 2

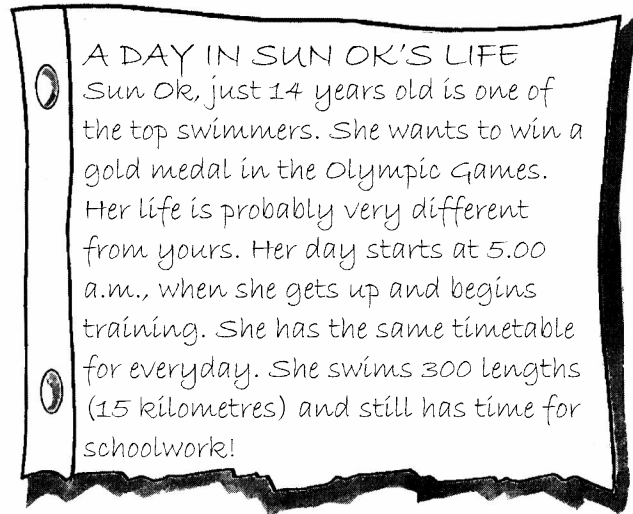
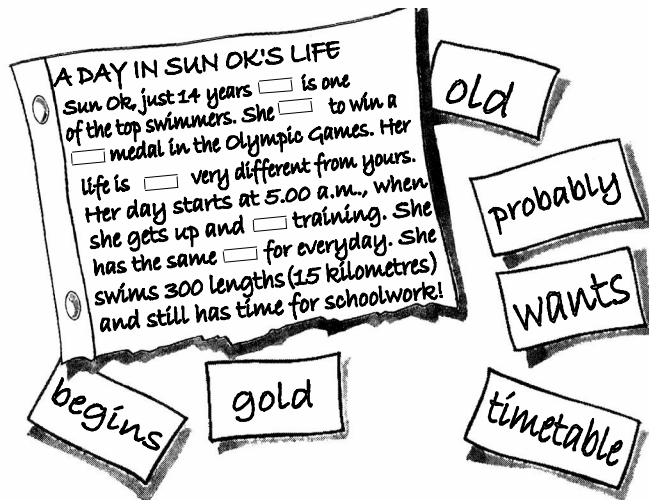
1 Make a word bag

If you put the new words on pieces of paper in a bag, you can test yourself.

You try it! Make cards with the words from your Language Record. Put them in a bag and test yourself.

2 Make a jigsaw

a Copy a paragraph from your book.

A DAY IN SUN OK'S LIFE

Sun Ok, just 14 years old is one of the top swimmers. She wants to win a gold medal in the Olympic Games. Her life is probably very different from yours. Her day starts at 5.00 a.m., when she gets up and begins training. She has the same timetable for everyday. She swims 300 lengths (15 kilometres) and still has time for schoolwork!

b Cut out some words.

c Mix them up. **d** Put the words in the right place.

Check your answers, and do it again!

Now try it for yourself. Copy a text from Units 1–4.

Another way to help you learn vocabulary

3 Make a crossword

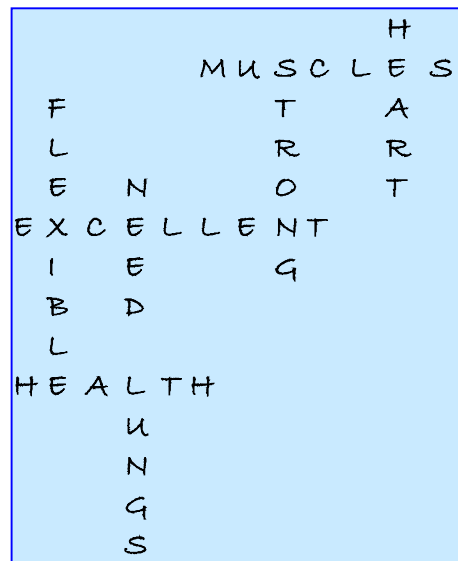
Make a list of the new words in a Unit. Make a crossword with them.

For example:

strong need flexible health heart lungs excellent muscles

Write the meaning in Korean beside each word.

Look at Units 1–4 and make a list of some words. Make your crossword. Check the meaning of each word in your dictionary.

Use the three ways to learn vocabulary above to learn the words in the next Units that you do.

Revision and test
(Units 1–3)

Revision

1 *Present simple* A happy life

Work with your neighbour.
One of you can do Exercise A and the other can do Exercise B.

When you are ready, talk to each other!

A Imagine that you are a very happy person! You work hard. Every day, you do exactly what you have to do.

What do you do?
What is a typical day for you?
What are your plans for the future?

Write down some ideas.

My day

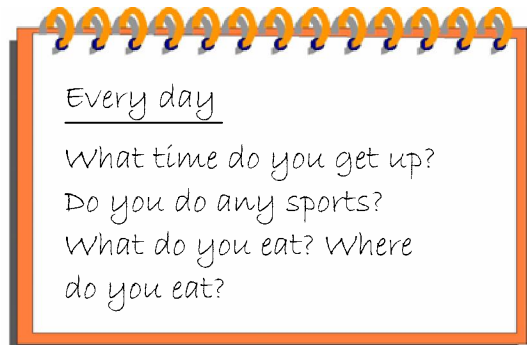
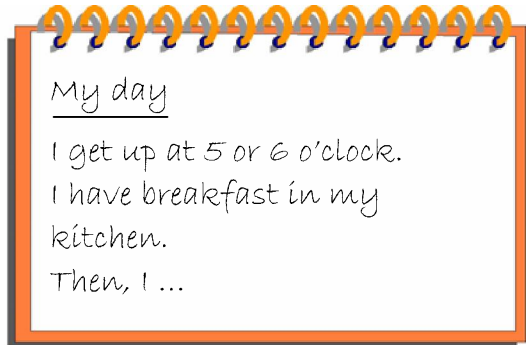
I get up at 5 or 6 o'clock.
I have breakfast in my kitchen.
Then, I ...

B You work for a TV station. You are going to interview a happy person. You want to know:

what he/she does every day.

What questions can you ask?

Every day

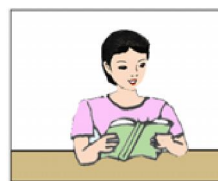
What time do you get up?
Do you do any sports?
What do you eat? Where do you eat?

2 *Verb + '-ing'* What do you think?

Write about these pictures. For example:

I love eating ice-cream. I think it's delicious.

Find out what other students in your class think.

ice-cream

homework

reading

dancing

3 *Adverbs* What's the missing word?

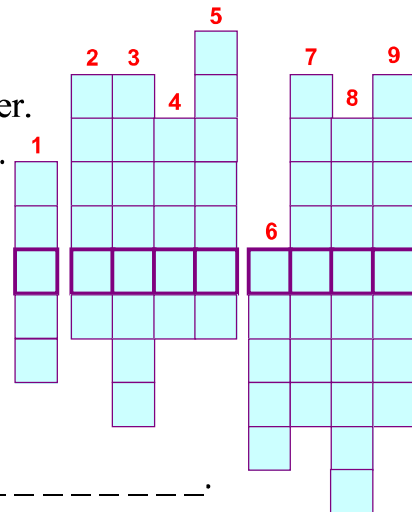
Hak Su and Sun Hui are talking about some music. Fill in the adverbs.

HAK SU: Did you like that, Sun Hui?
SUN HUI: Yes, but I thought they played it too ……(1)…… (fast).
HAK SU: No, they didn't. They played it too ……(2)…… (slow). I thought it was terrible!
SUN HUI: Terrible?! They played ……(3)…… (beautiful).
HAK SU: I thought the singer sang very ……(4)…… (bad). He's got a terrible voice.
SUN HUI: Well, I liked it. They play very ……(5)…… (good).
HAK SU: No, they don't!
SUN HUI: Yes, they do!

4 *Vocabulary* What's the word?

Can you complete the puzzle?

1 Aerobic exercises make your **h**_ _ _ _ stronger.
2 You don't need much **e**_ _ _ _ _ for fishing.
3 Swimming **i**_ _ _ _ _ _ _ your blood circulation.
4 A red liquid
5 **Any**_ _ _ _ can start playing football.
6 Sun Ok **l**_ _ _ _ weights after dinner.
7 Swimming makes your body **f**_ _ _ _ _ _ _.
8 The school day in DPRK and England is **d**_ _ _ _ _ _ _ _ _.
9 In anaerobic exercises you move **s**_ _ _ _ _ _ _.

1 2 3 4 5 6 7 8 9

Test

1 *Talk about sports* Play volleyball

Look at this information about volleyball.

Read the text in Exercise 2.2 in Unit 1 again and write a short paragraph about volleyball. Say:

	Energy level	*Does it make you: strong?*	*flexible?*
volleyball	2	√√	√√

how it is good for you.
who can do it.
how much energy you need.
what you need to play it.

……………………………………………………………………………..

2 *Ask about daily routines* **School in England**

You want to ask an English student about school in England.
What can you ask? Write five questions. Some ideas:

subjects   times   meals at school   uniform   after school
numbers of students in the class

3 *Read and write about daily routines* **A strange life**

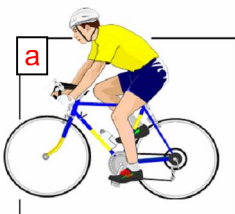
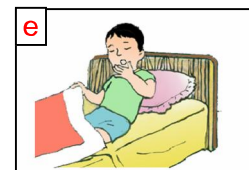
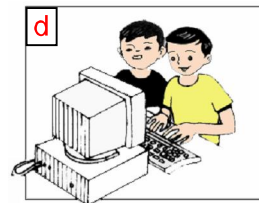
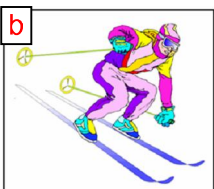
Read about what Bill does every day.

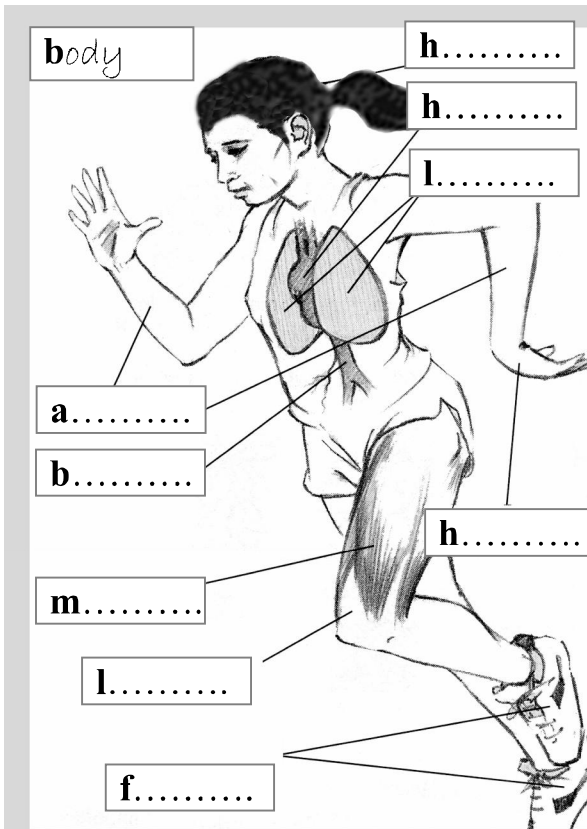
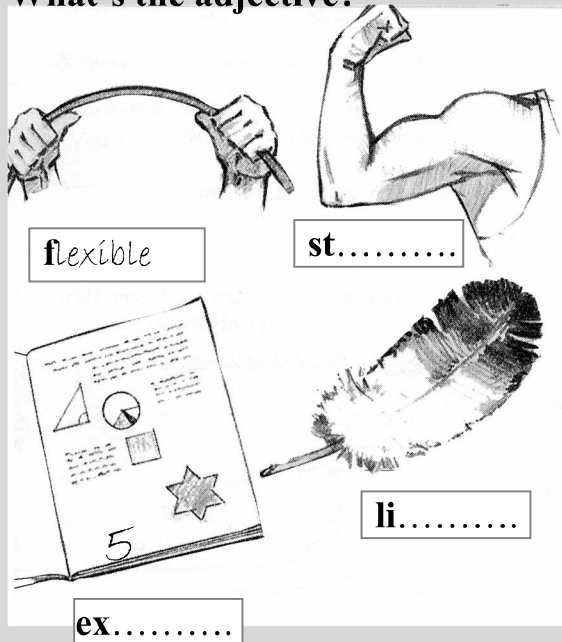
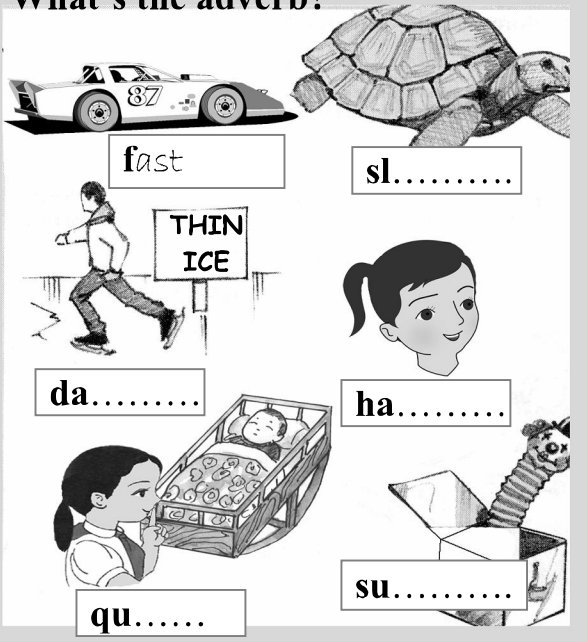
Bill starts the day at halfpast seven in the morning. He gets up, gets dressed and then he goes straight out to work. He leaves the house at about eight o'clock. He cycles to work and it takes about half an hour. He works in a toothpaste factory. He puts the tops on the tubes. He stays there until lunchtime at one o'clock, when he goes home again. He's at home for three hours and then he goes back to work. He works in a different place in the afternoon. He trains lions in the zoo. He works there for about four hours and then he goes to his next job. He cycles there, but it only takes a quarter of an hour. He tests beds in a bed factory. He finishes work at about eleven o'clock. Bill says: 'I like living dangerously, but not all the time!'

Write the time when Bill does each thing.

7:30 Bill gets up ______________________

4 *Express likes and dislikes* **What do they like doing?**

Look at the pictures. What do these people like doing? What don't they like doing? Write a sentence about each one.

like   love   hate

A picture dictionary (1)

Label the picture.

Theme B Life on Earth

Topic

In a rainforest

1 *Your ideas* What do you know about rainforests?

Look at the picture.

What is a rainforest?

What types of animals live there?

What plants live there?

Why are the rainforests important?

Tell the class your ideas.

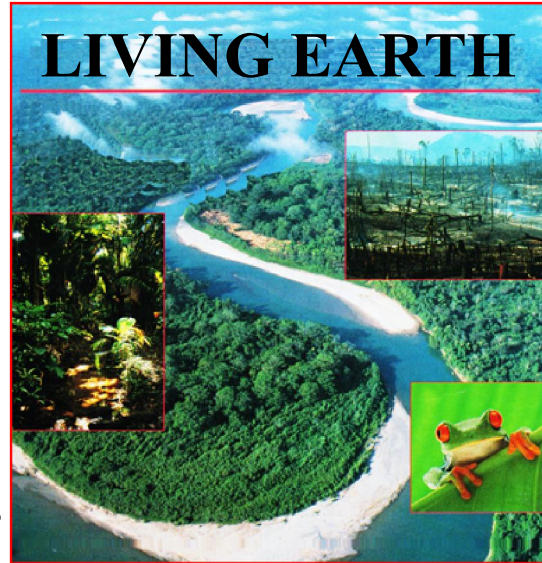
2 *Listening* In a rainforest

Listen to some sounds from a rainforest.

What can you hear?

What do you think each thing is doing?

I can hear ...

Compare answers with the rest of the class.

3 *Reading* Why are the rainforests important?

3.1 *Deducing* The rainforest questions

Read these questions. Talk to each other.

Where are the rainforests?

What's in the rainforests?

Why are the rainforests important?

What's happening to the rainforests?

3.2 *Reading* About the rainforests

Read the text and talk to your neighbour about what you understand. Then make a list of the things that you don't understand.

Things we don't understand

six per cent of the Earth's surface

breathe

Look at the text again. Can you guess the meaning of the words?

You can hear the text on the cassette.

THE RAINFORESTS: WHY ARE THEY IMPORTANT?

A Where are the rainforests?

Rainforests cover six per cent of the Earth's surface. There are rainforests in many parts of the world but the biggest forests are in South America, Africa and South East Asia. There aren't any rainforests in Europe or North America.

B What's in the rainforests?

About 75% of all the types of animals that we know come from rainforests. Thousands and thousands of animals live in rainforests. There are many very beautiful birds, insects and reptiles. Many of them live in the trees, over 30 metres from the ground. There are also thousands of different plants – and lots of tall trees! It is always hot in a rainforest and the ground is always wet. It is also dark.

C Why are the rainforests important?

The rainforests are very important for us. We need them! The trees and other plants in the forest help to make the air that we breathe. They also help to control the weather. They give us wood, rubber, fruits and many of our medicines.

Rubber and many of our medicines come from the rainforests.

D What's happening to the rainforests?

Unfortunately, in many places, the rainforsets are in danger. For example, many years ago there was a large rainforest in Java. There were thousands of different plants and animals in the forest, but now there is nothing. People chopped down the trees because they wanted to grow rice. They also planted rubber trees to make rubber. Many animals lived in the rainforest. Some of them went to other parts of Java but many of them disappeared – forever. The same thing is happening now in many other parts of the world. The rainforests are in danger!

3.3 *Vocabulary* Words in groups

Put these words into three groups. Some words can go into two groups.

animals wood birds dark trees air hot rain
rubber plants fruits tall medicines wet insects

Things that live in rainforests
Things that we get from rainforests
Words to describe rainforests and trees

3.4 *Comprehension* True or false?

Read the text in Exercise 3.2 again. Are these sentences true or false? If they are false, put them right.

- **a** The ground is always hot in the rainforest.
- **b** There are rainforests in Asia.
- **c** Seventy-five per cent of all animals live in rainforests.
- **d** Many medicines come from rainforests.
- **e** There is a very big rainforest in Java.

Write four or five more 'true or false' sentences.
Give them to another student.

3.5 *Guided writing* In the rainforest

Imagine that you are walking in a rainforest. It's hot, dark and wet.
You can hear lots of noises. You know that there are a lot of wild animals.
What can you see and hear? How do you feel?
Write about your ideas.

I'm walking in the forest. I can see ...
I can hear ... I feel ... I want to ...

4 *Reading* How do the rainforests make rain?

Can you put the sentences in the correct order?

You can check your answers with the cassette.

- [1] **a** Rain falls from the clouds.
- [ ] **b** The rain water goes into the ground.
- [ ] **c** The water vapour becomes clouds.
- [ ] **d** The trees catch the rain on their leaves.
- [ ] **e** The sun shines on the leaves and makes water vapour.

- ☐ **f** The rain runs down the outside of the tree to the ground.
- ☐ **g** The leaves become wet.
- ☐ **h** The water goes into the roots.
- ☐ **i** From the roots the water goes up inside the tree to the leaves.

5 *Listening* The oldest living things on Earth …

5.1 *Your ideas* What do you think?

What do you think are the oldest living things on Earth? On the cassette Anne Briggs says the following words. What do you think she tells us?

4 000 years old before people lived in towns
very slowly 14 metres a rainforest in Australia
150 million years old dinosaurs lived

5.2 *Extensive listening* The Living Planet

Listen to the radio programme. Anne Briggs talks about the oldest living things on Earth. Are your answers to Exercise 5.1 correct?

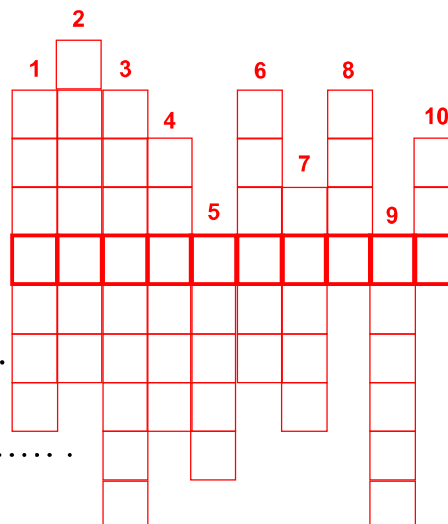
5.3 *Intensive listening* Listen again

What does Anne Briggs say about the following?

1994 the continents dinosaurs the climate plants and animals

5.4 *Vocabulary* What's the word?

Complete the puzzle. What word is number 11?

1. The biggest rainforests are in South ……… .
2. When the ……… changed millions of years ago, many plants and animals died.
3. We get a lot of **m**……… from rainforests.
4. Many rainforests are in **d**……… .
5. Rain ……… from clouds.
6. Clouds are made from water ……… .
7. The oldest living things on Earth
8. It grows in Java where the rainforest was.
9. The sun ……… .
10. The ground in a rainforest is always ……… .

Now find another long word. For example:

discovery medicines dinosaurs disappeared Australia

Make a puzzle for other students to do.

6 *Review* Your Language Record

Write the meanings and the missing examples.

Word	Meaning	Example
rainforest		The **rainforest**s give us many important things.
world		There are many countries in the **world**.
surface		Rainforests cover six per cent of the Earth's **surface**.
thousand		There are **thousand**s of different plants in a rainforest.
ground		The **ground** is always wet.
weather		Rainforests help to control the **weather**.
root		Trees have **root**s.
cloud		Rain comes from **cloud**s.
leaf (leaves)		Giraffes eat **leaves**.
medicine		
inside		
outside		
forever		Some animals in Java disappeared **forever**.
climate		Millions of years ago, the **climate** changed a lot.
important		
hot		
dark		
wet		
cover		Rainforests **cover** a small part of the Earth.
grow		
catch		Trees **catch** the rain on their leaves.
disappear		Dinosaurs **disappear**ed a long time ago.

Choose five more words from the box. Add their meanings and examples.

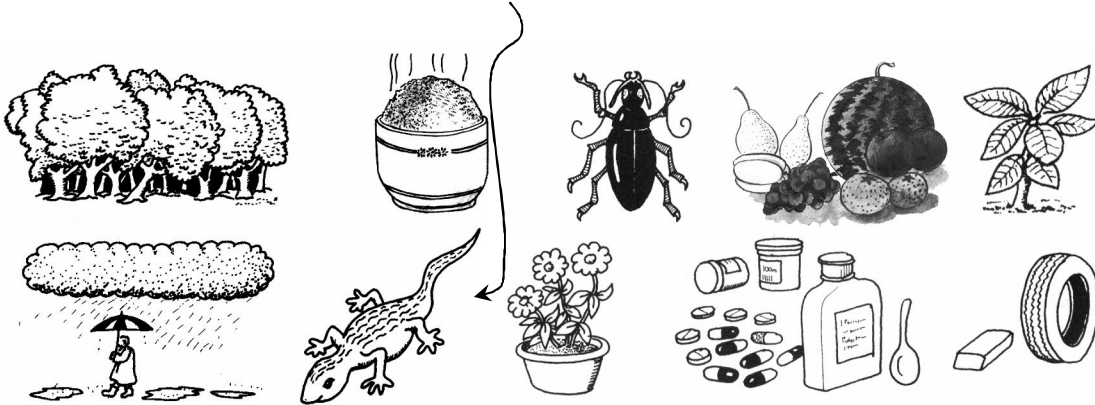
million	plant (noun)	plant (verb)	help	give	die
chop something down	insect	reptile	bird	rubber	

Supplementary Exercises

1 *Vocabulary* What's the word?

Join the parts of the word. Match them to the pictures.

rept fru ri flo rub medi ra pla in for

est cine sect in ile nt ce it ber wer

2 *Reading* Find the missing piece

Read this text about the rainforest and discover why the rainforests are in danger. Choose the correct words for each gap.

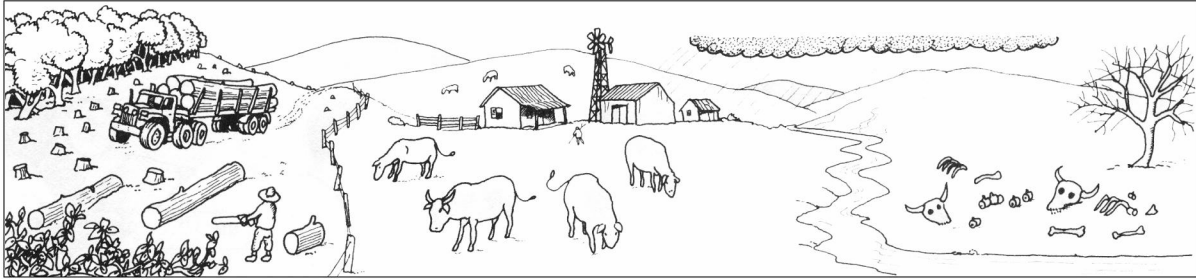
DANGER IN THE RAINFOREST!

The rainforests are very ____ for us but they are in danger. Many animals and plants are also in danger. Look:

a Some people ____ the trees. They sell the wood or ____ things like rice.

b Other ____ chop down the trees to start farms. They can get ____ of money from meat.

c When it rains, there is a big ____. The rain falls but there aren't ____ trees to catch it. The water takes the soil into the ____.

d Because there aren't any trees, the rainwater does not make ____ again. The rivers become bigger and bigger. Many plants and animals ____.

You can listen to the complete text on the cassette.

3 *Speaking* Talk to Peter

Write your answers to Peter's questions. Tell him about the countryside in our country.

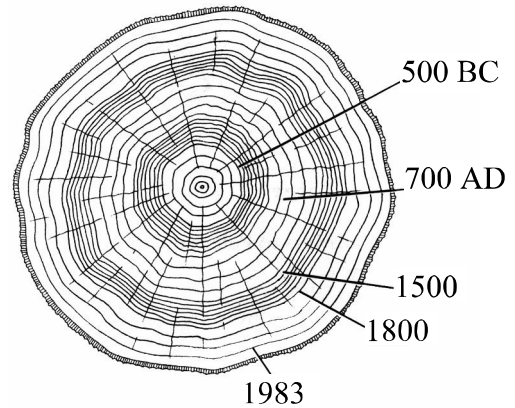
PETER: Hello. How are you?
YOU: ....
PETER: I feel great! Yesterday, I went to my uncle's farm. Are there any farms near you?
YOU: ....
PETER: What do they have on farms in your country?
YOU: ....
PETER: That's interesting. Near my uncle's farm there's a big forest. Are there any forests near you?
YOU: ....
PETER: In the forest near my uncle's farm, there are lots of wild animals and birds. What wild animals do you have in your country?
YOU: ....
PETER: Oh, really! Are there any rainforests in your country?
YOU: ....
PETER: There aren't any rainforests in my country. I live in England and it's too cold. What's the weather like in your country?
YOU: ....
PETER: Is it the same all the time?
YOU: ....
PETER: I'd like to visit your country sometime. Anyway, I have to go now. Talk to you later. Bye!
YOU: ....

You can talk to Peter on the cassette.

4 *Reading* Secrets from the trees

Trees give us information about the past. Read about what they can tell us.

Trees give us many things. They give us wood, oxygen, rubber, medicines and many other things. They can also tell us a lot, too. How?

If you cut across a tree, you can see that it has 'rings'. Most trees grow one new ring every year. Because of this we know how old a tree is. The Bristlecone Pines in California are over 4 000 years old. This means that they have over 4 000 rings.

When the climate is dry or very cold, trees do not grow very much and their rings are usually thin. When it is wet and good for trees, the rings are much thicker. If the rings are suddenly very thin or suddenly much thicker, this means that the climate changed suddenly. If we look at the rings on the Bristlecone Pines we can learn about the climate 4 000 years ago. We can see how our climate is changing today.

Answer these questions:

a Look at the tree rings in the picture. How was the weather between 1500 and 1800?

b If a tree has very thick rings, what does it mean?

c Scientists say the Earth is warmer and wetter now. How do you think tree rings look today?

5 *Say it clearly!* /e/ and /ɑ:/

5.1 /e/

Smile and say /e/.

help insect reptile many medicine very wet

Help! There are reptiles and insects in my medicine!

5.2 /ɑ:/

Open your mouth and say /ɑ:/.

dark park plant are aren't large

It's part of a large, dark plant.

Language focus
‘was/were’, Past simple (regular)

1 *Reading* Dinosaurs

1.1 *Your ideas* When the Wollemi Pines started growing

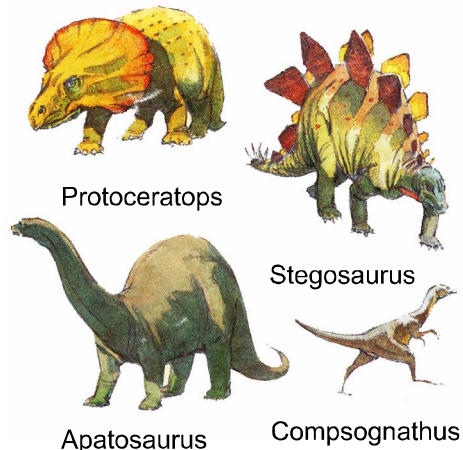
The Wollemi Pines started growing at the time of the dinosaurs. Are these sentences about dinosaurs true (T) or false (F)?

a Dinosaurs were reptiles. ☐
b Some dinosaurs were very small. ☐
c At the time of the dinosaurs, there was only one continent. ☐
d Dinosaurs were on Earth for more than 100 million years. ☐
e Dinosaurs died a long time before people appeared on Earth. ☐
f Birds lived at the same time as dinosaurs. ☐
g Dinosaurs lived in all parts of the world. ☐
h Some dinosaurs moved very quickly. ☐
i Most dinosaurs did not eat meat. ☐
j Some scientists think dinosaurs disappeared because a meteor crashed into the Earth. ☐
k They discovered the first dinosaur bones in England. ☐

Compare answers with other students.

1.2 *Reading* More dinosaur facts

Match the descriptions with the pictures.

a This dinosaur was very small. It was about 50cm long. It walked on two legs and it had a long, thin tail. It was a meat-eater. It had a lot of teeth. It moved very fast.

b This dinosaur was very big. It was about 25 metres long. It had a long, heavy body and thick, heavy legs. It had a small head. It walked on four legs and lived near water. It moved very slowly.

c This dinosaur walked on two legs and on four legs. It was about 2.5 metres tall and about 6 metres long. It had short legs at the front and long legs at the back. It also had triangular 'plates' along its back.

d This dinosaur was a plant-eater. It was about 2 metres long and it was heavy. It walked on four legs. Its head was very big, almost as long as its body. At the back of its head, it had bones. They looked like a fan.

2 *Grammar*

'was/were'

2.1 *Past tense 'be'* 'was' or 'were'?

When do you say 'was'? When do you say 'were'? Look at the sentences and complete the table.

a We were not alive 150 million years ago.
b Dinosaurs were reptiles.
c I was interested in dinosaurs.
d Some dinosaurs were very small.
e The Compsognathus was very small. It was about 50cm long.

I	....	
You	were(was)	
He She It	....	very big. very tall. 50 years old.
We	....	
You	were	
They	....	

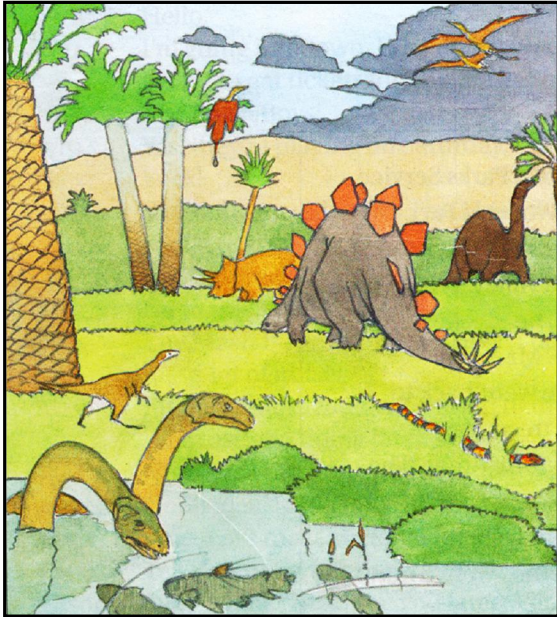
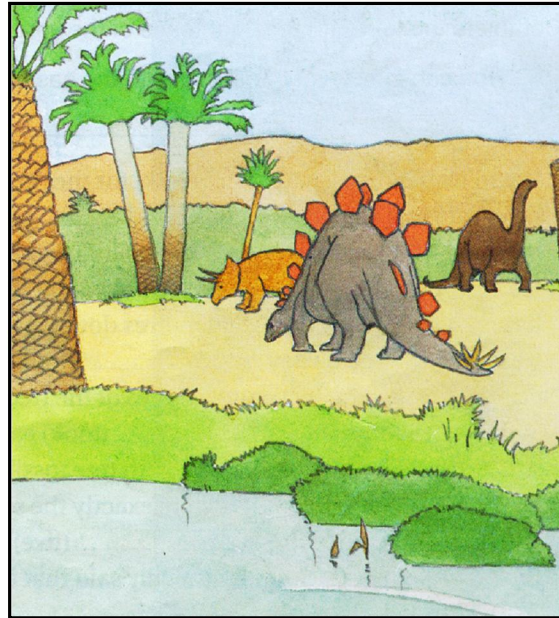
There .... only one continent 150 million years ago.

There .... many types of dinosaurs.

2.2 *Writing* Spot the difference!

Find eight differences between 'in the morning' and 'in the afternoon'. Write some sentences about each picture.

<u>In the morning</u> <u>In the afternoon</u>
There was
There were

In the morning

In the afternoon

Past simple (regular)

2.3 *Your ideas* What do you say?

Think about the Past tense in Korean.
Do many verbs have the same ending? Which verbs are they?

2.4 *Past tense form* The rainforest in Java

Read the text in Exercise 3.2 in Unit 5 again and make a list of the verbs in two columns.

Infinitive	Past tense
be	was, were
go	went
chop	

What do you notice about most of the verbs?

2.5 *Regular verbs* Some examples

Regular verbs end with '-ed' in the past. Find some more regular verbs in Exercise 1.

2.6 *Pronunciation* Be careful!

Be careful with the pronunciation of '-ed'! There are three ways to say it: /ɪd/ as in 'started', /t/ as in 'walked' and /d/ as in 'lived'.

Listen. Match the verbs to the correct pronunciation.

washed wanted stayed played looked visited liked decided

/ɪd/ /t/ /d/

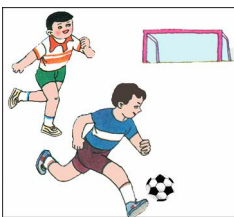
2.7 *Practice* How they discovered the Wollemi Pines

Complete the text with the Past tense of the verbs.

You can check your answers with the cassette.

David Noble .... (work) for the Australian National Parks Service. One weekend in August 1994, he .... (visit) the Wollemi Park rainforest. He .... (walk) for hours and hours through thick forest. He .... (want) to see what was at the bottom of a valley. With a rope, he .... (climb) 600 metres down the rocks. There, he .... (discover) 42 trees. They .... (look) very strange. Mr Noble .... (collect) some pieces of the trees and then he went back to Sydney. In Sydney, he .... (look) carefully at the trees. He ....(compare) them with tree fossils from prehistoric times. The Wollemi trees and the fossils were exactly the same! They .... (start) growing when dinosaurs .... (live) in Australia. In December 1994, the Australian Government officially said that the Wollemi Pines were a new type of tree – over 150 million years old !

2.8 *Some more practice* Regular verbs

When did you last do the things in the pictures? Write a sentence for each one.

I played football last Saturday.

watch television

paint a picture

walk home

travel by bus

3 *Language functions* Inviting and suggesting

3.1 *Your ideas* What can you say?

Make a list of the phrases you can use to invite someone to your house.

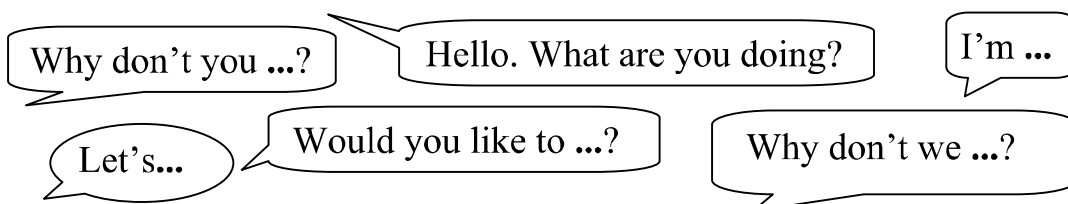
3.2 *Listening* Will meets Alison and Nick

Will meets his friend Alison in the street. Does he use your phrases? What plans do they make? Who is Nick?

WILL: Hi, Alison! What are you doing?
ALISON: Hi, Will. We're going home. This is Nick, my cousin.
WILL: Hello, Nick.
NICK: Hello.
WILL: I'm going into town. Why don't you come with me? I want to get tickets for a concert.
NICK: A concert!
WILL: Yes, they're playing on Saturday. I'm going with Helen.
NICK: Yuck!
ALISON: You said you didn't like a concert.
WILL: Well, I don't mind them. Helen wants to go. Would you like to come?
ALISON: No thanks, Will.
NICK: The concert is terrible! I hate it. Just a lot of noise!
ALISON: All right, Nick. You're not going to the concert. What are you doing later, Will?
WILL: Nothing. Why don't we meet at my house?
ALISON: Good idea. Shall I tell Helen?
WILL: Fine. Let's meet at around five.
NICK: Tell Helen not to bring any concert records with her.
ALISON: Oh, be quiet Nick! See you later Will. Bye!
WILL: Bye!

3.3 *Practice* Inviting

Work with a partner. Imagine that you meet each other in the street. Make conversation to invite your partner somewhere. You can change Alison and Will's dialogue.

When you are ready, act out your conversation for the class.

4 *Review* Your Language Record

Suggesting and inviting

Write the meanings.

Why don't you come with me? ....
Why don't we meet at my house? ....
Would you like to come? ....
Shall I tell ...? ....
Let's meet at around five. ....
See you later. ....

Past tense 'be'

Complete the tables.

I	was	15 years old yesterday.
You	....	
He She It	....	

We	....	15 years old yesterday.
You	....	
They	....	

There .... many dinosaurs in England millions of years ago.
There .... a change in the climate.

Regular Past tense

Complete the examples.

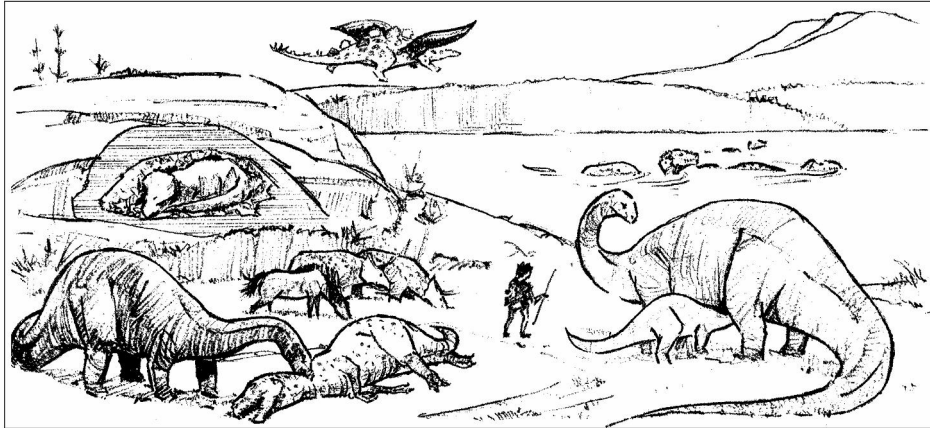
walk: Yesterday, I walked to school.
watch: I .... TV.
play: I .... a game.
visit: I .... my friends.
paint: I .... a picture.
cook: My friend .... a meal.

Pronunciation

Write /t/, /d/ or /ɪd/ next to each verb to show the pronunciation.

Supplementary Exercises

1 *Reading* Learn more about dinosaurs

Read about the dinosaurs and then look at the picture. Can you find seven mistakes in the picture?

Did dinosaurs live together?

Some types of dinosaurs lived in small groups. We know this because many dinosaur bones are in the same place.

Did people live at the same time as dinosaurs?

No! The last dinosaur disappeared about 65 million years ago. The first people appeared about 2 million years ago.

Did dinosaurs sleep in winter?

Probably not. Today, animals sleep in winter because it is cold. Millions of years ago, it was always hot.

Were dinosaurs mammals?

No. There weren't any mammals on Earth at the time of the dinosaurs. Dinosaurs were reptiles. They laid eggs and they had cold blood. They did not give milk to their babies.

How fast were dinosaurs?

Some dinosaurs moved very slowly but other dinosaurs moved very quickly.

Did dinosaurs live in the sea?

No. Dinosaurs lived on land. Sometimes they went into water for a short time, but they did not live in water.

What was the biggest dinosaur?

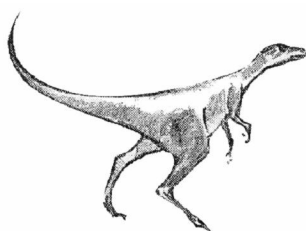
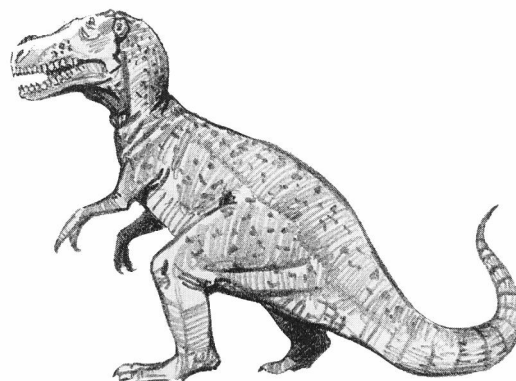
The biggest dinosaur was probably the Seismosaurus. It was over 35 metres long. It was heavier than nine African elephants.

What did dinosaurs eat?

Most dinosaurs were plant-eaters. The Apatosaurus, for example, had a long, thin neck so that it could eat leaves from trees. Other dinosaurs were meat-eaters. The Tyrannosaurus Rex, for example, killed smaller dinosaurs for food.

2 *'was' and 'were'* Fill the gaps

Write 'was' or 'were' in each space.

Millions of years ago, there .... many types of dinosaurs on Earth. Some dinosaurs ...... meat-eaters and other dinosaurs ...... plant-eaters. The biggest meat-eating dinosaur .... probably the *Tyrannosaurus Rex.* It .... about as long as four cars and as tall as the tallest giraffe today. Its head ...... about 1.2 metres long. Its teeth ...... very sharp. Its legs ...... very big but it .... too heavy to run for a long time. It killed other dinosaurs for food.

The smallest dinosaur ...... also a meat-eater. It ...... the *Compsognathus.* It ...... only 50cm long. It walked on two legs and it had many sharp teeth.

3 *Past simple with regular verbs* What's the answer?

Look at the information in Supplementary Exercises 1 and 2.
Write your answers to these questions.

a When did the dinosaurs die? *They died* ....
b When did people appear on Earth? *People appeared* ....
c Did dinosaurs live on the land or in the sea? *They lived* ....
d Did dinosaurs live together or alone? ....
e Did dinosaurs walk on two legs or four legs? ....
f Where did scientists discover the first dinosaur bones? ....
g Did dinosaurs kill other dinosaurs? *Yes, Tyrannosaurus Rex* ....
h Did the *Tyrannosaurus Rex* look friendly? ....

4 *Past simple with regular verbs*

What happened to the dinosaurs?

Read about how the dinosaurs disappeared.
Fill the gaps with the correct past form of the verb ('-ed') or 'was/were'.

Scientists are not sure why the dinosaurs .... (disappear). Some scientists think that the climate .... (change) suddenly. Fossils of trees tell us that the temperature .... (drop) a lot and that the level of the sea .... (drop) also. This means that it .... (was / were) suddenly much colder. Perhaps the dinosaurs .... (was / were) too slow to change with the climate.

A new idea is that a meteor .... (crash) into the Earth. Scientists .... (discover) a place in Mexico where they think the meteor .... (crash). They think that there .... (was / were) a lot of dust from the meteor. The dust .... (land) on the plants. Many animals − including some dinosaurs − .... (was / were) plant-eaters, and perhaps the dust .... (kill) them. This means that there .... (was / were) nothing for meat-eating dinosaurs to eat, and so they .... (die). But, as many animals from that time didn't die, we are not 100% sure what really .... (happen).

5 *Say it clearly!* **'-ed':** /t/, /ɪd/, /d/

There are three ways of saying '-ed' in English:

a 't' sound (/t/), for example: look**ed**
an 'ɪd' sound (/ɪd/), for example: visit**ed**
a 'd' sound (/d/), for example: stay**ed**

Listen. Say the verbs.

liked wanted decided asked stayed visited
changed studied looked watched played
discovered dropped climbed happened landed

looked /t/	visited /ɪd/	stayed /d/

Put the verbs in the columns. Check your answers with the cassette.

6 *Inviting and suggesting* Talk to Sarah

Write your answers to Sarah's questions.

SARAH: Hello! What are you doing?
YOU: ....
SARAH: That's interesting. What are you doing later?
YOU: ....
SARAH: I've got a swimming lesson later. Do you like swimming?
YOU: ....
SARAH: Why don't you come swimming with me one day? It's good for you!
YOU: ....
SARAH: Let's talk about it again later. Listen! Do you like singing?
YOU: ....
SARAH: I like singing a lot. Do you know any songs in English?
YOU: ....
SARAH: Oh, I don't know that song. Why don't you sing it to me now?
YOU: ....
SARAH: Beautiful! Well, I must go now. Bye!
YOU: ....

You can talk to Sarah on the cassette.

Culture matters

Welcome to Korea!

Mt. Paektu

International Friendship Exhibition House

Mt. Kumgang

1 *Reading* Beautiful country

1.1 *Your ideas* Landscape in our country

Do we have many forests, mountains, lakes, rivers or plains in our country? Where are they?

1.2 *Reading* Landscape in the DPR Korea

Read about the landscape of the DPR Korea.

Come to the North

If you drive a little way from Lake Samji you can see Mt. Paektu. It is the sacred mountain of revolution. You can also see the native home of the great leader Marshal **Kim Jong Il** at Paektusan secret camp.

Come to Mt. Myohyang

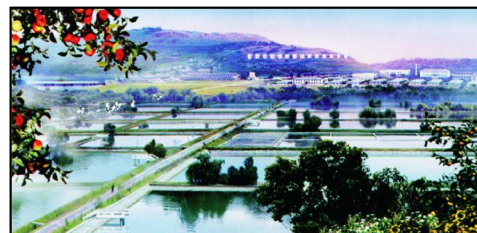
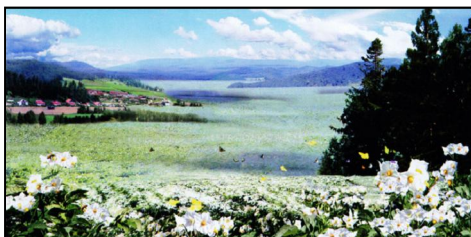
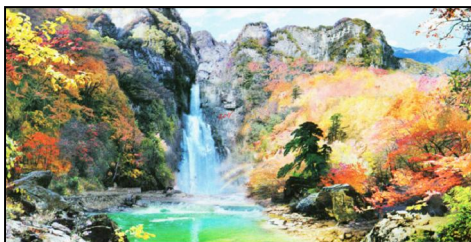
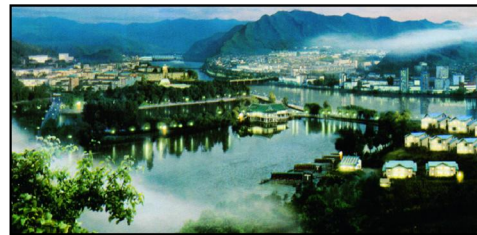
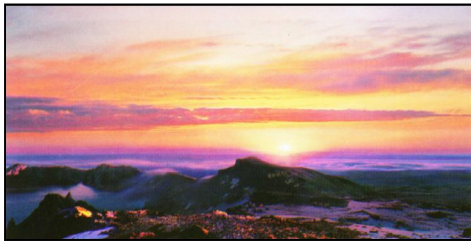
Mt. Myohyang is very famous in our country for its beautiful landscape. You can see the International Friendship Exhibition House there. It preserves hundreds of thousands of priceless presents sent to the great leader Generalissimo **Kim Il Sung** and the great leader Marshal **Kim Jong Il** from different countries of the world.

Come to the East

Come to Mt. Kumgang and see its famous natural beauty. You can see many beautiful places including Manphok Valley, Kuryong Falls, Samil Lagoon and so on.

2 *Reading* The Scenic Spots in the Songun Era

2.1 *Deducing* Scenic spots

Do you know where the scenic spots in the Songun era?

Write the correct words in the gaps.

sunrise, snowscape, royal azaleas, bright lights, echoes, horizon, sea of potato flowers, fine view

a ____________ on the Chol Pass
b ____________ of the Handure Plain
c ____________ on the Jangja River
d ____________ of the Tabaksol Post
e ____________ of Poman-ri
f ____________ of the Ullim Falls
g ____________ over Mt. Paektu
h ____________ at Taehongdan

2.2 *Reading* Eight Scenic Spots in the Songun Era

Read the text and talk to your neighbour about what you understand. Then make a list of the words that you don't understand.
Look at the text again. Can you guess the meaning of the words?

Korea, from time immemorial, has been called the land of golden tapestry and the land of morning calm for her beautiful mountains and limpid streams. Today she is called the land of Songun.
In the Songun era led by the great leader Marshal **Kim Jong Il** many scenic spots have newly emerged. They are 'Sunrise over Mt. Paektu', 'Snowscape of the Tabaksol Post', 'Royal Azaleas on the Chol Pass', 'Bright Lights on the Jangja River', 'Echoes of the Ullim Falls', 'Horizon of the Handure Plain', 'Sea of Potato Flowers at Taehongdan' and 'Fine View of Poman-ri' and so on.
They are all associated with the wise leadership of the great leader Marshal **Kim Jong Il**.

3 *Across cultures* Our country

What natural places can you visit near where you live?
Imagine you are a guide. What can you tell tourists about what they can see and do?
Act out your talk for the class.

Supplementary Exercises

Help yourself with writing

1 An experiment

There are two main ways to write. Try an experiment.

1.1 Fast then slowly

Write fast! Then go slowly.
Choose a topic from the box (or some other topic).
Write as much as you can in 10 minutes.

dinosaurs	my favourite sport	trees	animals
my house	my school	my town	things I like

After 10 minutes, take another 10 minutes to check your work carefully.

1.2 Slowly and carefully

Write slowly and carefully.
Choose another topic from the box. Work for 20 minutes. Write slowly and carefully. Only write what you know is correct.

Look at your work. Which is better for you: ‘fast then slowly’, or ‘slowly and carefully’?

2 Make a list of your mistakes

2.1 What’s wrong?

Look at these sentences. There is a mistake in each sentence. What is it?

Dinosaurs lived millions years ago.
Sophie go to school with Barbara.
My brother has got a car big.
Yesterday, I play football.
What’s the time.
I sitting on a chair.

2.2 Your mistakes

Look at your work in English. What mistakes do you make?
Make a list of six mistakes that you often make. For example:

a Spelling: ~~e~~sport, pos^{s}/ible
b ‘be’: am/is/are – don’t forget!
c Word order: a big car
d
e
f

Help yourself! Use your list to check your work in future.

Revision and test
(Units 5–7)

Revision

1 *Vocabulary* What's the word?

Read these clues. Can you find the word in the forest?

a An animal that flies
b We take this when we are ill.
c The part of a plant under the ground
d Snakes and frogs are **r**........... .
e An animal that has six legs
f In the rainforest it is always **w**..... .
g Rain comes from ....
h The Wollemi Pines started growing when **d**......... lived in Australia.
i Nobody knows for sure why the dinosaurs suddenly **dis**................. .
j Tyrannosaurus Rex was a ....-eater.
k In Java, the people wanted to **ch**…... the trees to grow ....

2 *Speaking: Past simple* Talk to Peter

Write your answers to Peter's questions. Tell him what you know about dinosaurs.

PETER: Hello. How are you?
YOU: ....
PETER: Can you help me with my homework? Do you know anything about dinosaurs?
YOU: ....

PETER: Great! Now, my first question is: were there people on Earth at the same time as dinosaurs?

YOU: ....

PETER: Oh, really? When did the dinosaurs disappear?

YOU: ....

PETER: That long ago! Do scientists know why dinosaurs disappeared? Something about a meteor, I think.

YOU: ....

PETER: Yes, that's right! Next question. Did dinosaurs all walk on four legs?

YOU: ....

PETER: Were all the dinosaurs very big?

YOU: ....

PETER: Oh, that's interesting! You certainly know a lot about dinosaurs! My last question is: how do you spell 'dinosaur'?

YOU: ....

PETER: Thanks very much! Talk to you later. Bye.

YOU: ....

Now talk to Peter on the cassette.

3 *Reading* Another wonder of the world: volcanoes

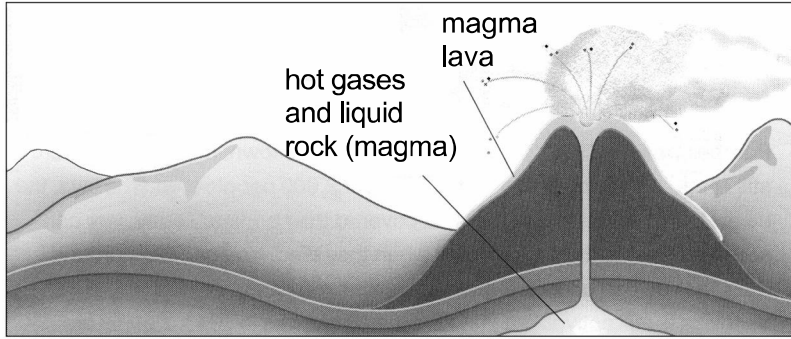
What do you know about volcanoes?
Are these sentences true (T) or false (F)?

a Volcanoes come from mountains. ☐
b Volcanoes are only in the southern hemisphere of the world. ☐
c There aren't any active volcanoes today. ☐
d There aren't any volcanoes under the sea. ☐

Now read and check your answers.

What is a volcano?

UNDER THE GROUND, there are hot gases and liquid rock. Sometimes, these gases and rock explode out of the ground. The liquid rock is called lava. When it becomes colder, it becomes very hard. Slowly, as more and more lava comes out, it makes a big hill.

Many of the world's volcanoes are in the Pacific Ocean, but there are also volcanoes in Japan, Mexico, Italy, Turkey and many other countries.

Surtsey–a new island in the sea, 1963

There are about 500 active volcanoes in the world today; many of them are under the sea.

In 1963, a new island appeared in the sea. A volcano under the sea pushed lava up to the surface near Iceland. Today, the island, called Surtsey, has plants and flowers on it.

4 *Past simple* Two famous volcanoes

4.1 Paricutin and San Juan

Read about when the volcano Paricutin appeared.
Write the correct forms of the verbs (1–15).

Paricutin is a new volcano. It is active today. One day in 1943, a farmer ....(1)...... (was/were) in his fields. He ....(2)..... (was/were) surprised to see steam coming from the ground. Suddenly, the land .....(3)...... (open) and lava .....(4)...... (start) to come out. The farmer .....(5)...... (hurry) back to his village to tell everyone. They ......(6)....... (was/were) very frightened. After a few hours, there .....(7)...... (was/were) already a small mountain of lava. Next morning, it ......(8)....... (was/were) over 15 metres high. About 500 people ....(9)....... (live) in the town of San Juan near there. They ......(10)...... (decide) to leave and they .....(11)..... (move) to another town. They ....(12)....... (was/were) very lucky because, two weeks later, the lava ......(13)....(cover) San Juan. Paricutin ....(14)..... (stop) producing lava in 1952, when it .....(15)..... (was/were) 425 metres high. Today, the church tower is the only thing you can see in San Juan.

4.2 Vesuvius and Pompeii

Can you complete the sentences (1–6) with the following phrases?

in their beds the town of Pompeii walk down the roads
market town for the next time and the dust

On 24 August 79 AD, the volcano Vesuvius in Italy suddenly erupted. The lava and thick clouds of dust travelled for many kilometres. Pompeii was a rich ......(1)...... near Vesuvius. In the town, many people were still ......(2)...... . They tried to escape, but over 2 000 people died. The lava, the heat, ...(3)...... killed them. The dust covered their bodies. Today, you can see exactly what they were doing when they died. You can walk around ......(4)....... You can go inside the houses and you can ......(5)...... . Vesuvius is still active. The last time it erupted was in 1944. People are waiting ......(6)...... .

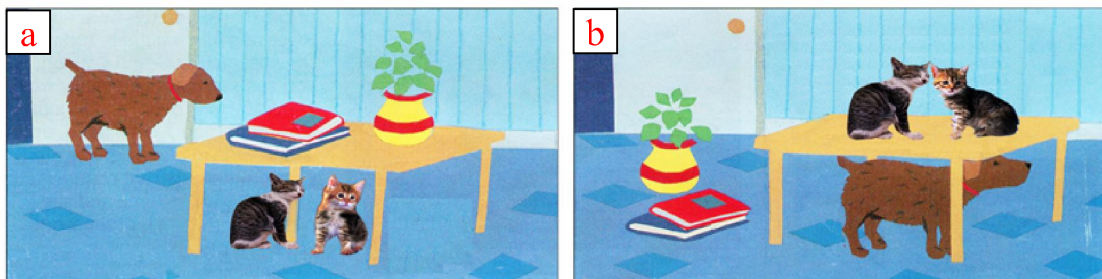
Test

1 *An example test* Test yourself!

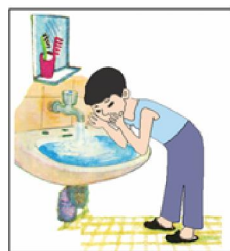
Work with your neighbour and do this short test.
When you have finished, check your answers with your teacher.

A *'was/were'* Where were they?

Write four sentences about pictures *a* and *b*.

The .... was/were .... but now ....

B *Regular verbs* What did they do yesterday?

Write a sentence about each picture.

Sun Hui ...

Hak Chol ...

Yong Su ...

Song Jin ...

C *Inviting and suggesting* Let's play football

Complete the dialogue. Choose **a**, **b**, **c** or **d**.

- **a** Where can we play?
- **b** Great. Let's meet there in five minutes.
- **c** Nothing.
- **d** OK. Have you got a ball?

JACK: Hello, Lily. What are you doing?
LILY: ………………….
JACK: Why don't we play football?
LILY: ……………….
JACK: Yes, at home. I can get it.
LILY: ……………….
JACK: Let's go to the park.
LILY: ……………….

D *Vocabulary* What's the word?

Can you find the words in the puzzle?

- **a** **D**......... lived millions of years ago.
- **b** There are a lot of **t**……. in a rainforest.
- **c** Rain comes from **c**.............. .
- **d** At night, it is **d**............ .
- **e** **B**............ can fly.
- **f** Snakes are **r**................... .

Y	D	A	B	G	C	L	O	U	D	S	F
U	D	I	N	O	S	A	U	R	S	K	T
D	E	B	Y	H	W	I	Y	E	H	L	H
A	J	I	K	I	T	R	E	E	S	K	K
R	W	R	J	K	W	J	K	W	J	H	M
K	W	D	Y	T	E	H	U	W	O	K	G
E	W	S	Y	R	E	P	T	I	L	E	S

2 *Do it yourself!* Write your own test

Work in small groups and write part of a test for your class.
Look at the example test for ideas.

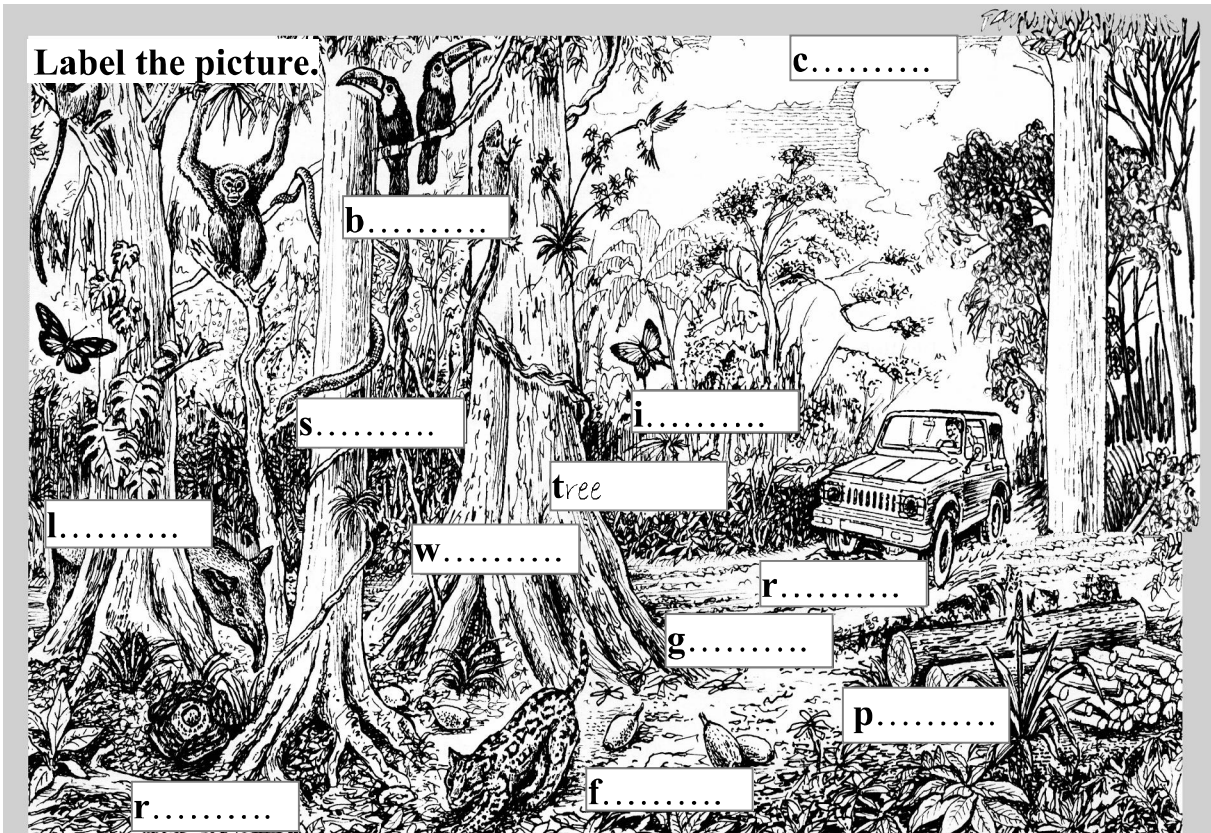
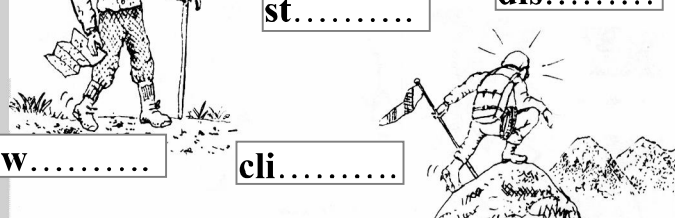
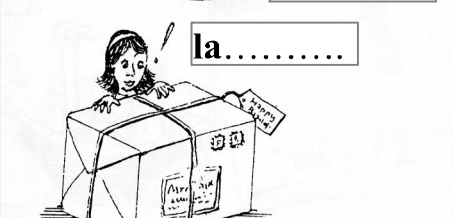
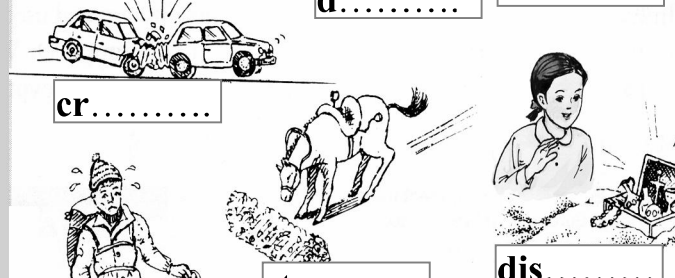
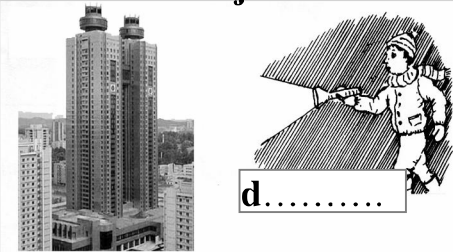
A 'was/were'
Draw two pictures, 'Now' and 'Five minutes ago' (e.g. a classroom, a town, a jungle).

B Past simple with regular verbs ('-ed')
Draw some pictures about regular verbs.

C Inviting and suggesting
Write a conversation. Take some sentences out.

D New words
Make a word puzzle. Write some clues.

Check your work and write the answers to your part of the test.
Give the test to your teacher to check and to put together for your class.

A picture dictionary (2)

Theme C Back in time

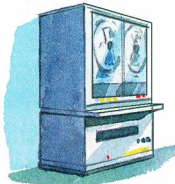
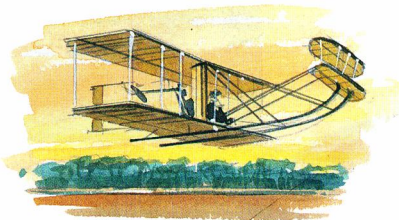
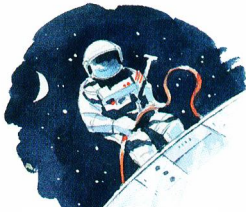
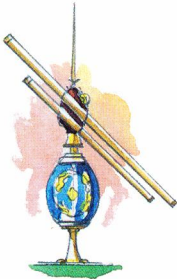
Topic

Detectives of history

Chomsongdae (Star Observation Tower) is believed to be the oldest astronomical observatory in the world (7th century).

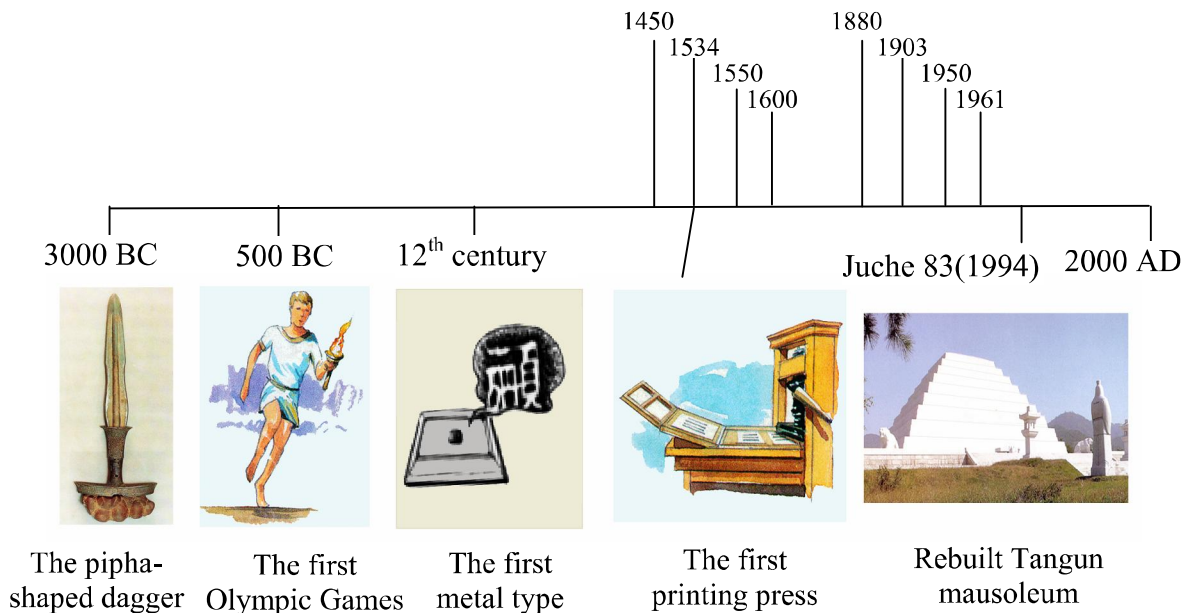
1 *Your ideas*

The history of the world

What do you think are the most important inventions in history? Tell the class your ideas. Think of some more inventions.

2 *Listening* Travel back in time

2.1 *Brainstorming* When did it happen?

When do you think the things in Exercise 1 happened?
Put them on the timeline and then compare with other students.

The pipha-shaped dagger | The first Olympic Games | The first metal type | The first printing press | Rebuilt Tangun mausoleum

2.2 *Listening* Travel back in time!

Listen. Travel back in time to check your answers!

3 *Reading* An important discovery

3.1 *Deducing* In the mountains

Some years ago, some people discovered something very important in the mountains. These words are in the newspaper story. What do you think the story is about?

tourists   a body   snow   police   archaeologists   4 000 years old

3.2 *Scanning* History under the ice

Read the newspaper story. Check if your answers to Exercise 3.1 were correct.

You can listen to the text on the cassette.

WALKERS FIND MYSTERY BODY IN THE ALPS

LAST THURSDAY, two people discovered a body in the snow on the border of Italy and Austria. Helmut and Erika Simon found an axe, a bow and twelve arrows near the body. The body had boots on, filled with grass. Mr and Mrs Simon called the police immediately. Archaeologists also went to see the body. They think the body is probably over 4 000 years old. Dust from a sandstorm melted the snow over the body.

Archaeologists from Rome and Vienna say that the body can tell us a lot about life thousands of years ago. The body is one of the most important discoveries for a long time. In 1950, archaeologists found some bodies in Denmark. They were also over 4 000 years old.

3.3 *Vocabulary* Check your vocabulary

Read the text again. Make a list of the words you don't understand.

Can you guess the meanings? Check the words in the dictionary.

Words I don't understand
archaeologists
arrows

3.4 *Comprehension* Check your understanding

Look at the text again. Write your answers to these questions.

- **a** What did Helmut and Erika Simon find?
- **b** Where did they find it?
- **c** What did they do?
- **d** What do archaeologists think?
- **e** How did they discover it?
- **f** What did archaeologists find in 1950?

3.5 *Speaking* Interview Mr and Mrs Simon

Imagine you are a reporter. You are interviewing Mr or Mrs Simon. Here are your notes.

What questions do you ask? Interview your partner.

They found the body at 2.30 p.m. on Monday. They discovered the body on the footpath. First they saw the head and shoulders. They found a small bag. They picked up an axe. They told the police in the village.

Ask! What? When? Where? How? Why?

3.6 *Writing* 4 000 years ago they didn't have ...

What things did people have 4 000 years ago, do you think?
What things didn't people have 4 000 years ago? Make a list.

They had chairs 4 000 years ago.
They didn't have electricity 4 000 years ago.

4 *Reading* Clues from the past

4.1 *Your ideas* What can you guess?

Archaeologists learned a lot from the body of the Iceman. What can you guess about his life?

Look carefully at the picture of the things near his body.

Why do you think he was in the mountains?
Where did his clothes come from?
Did he cook his food? Did he have animals?

Share your ideas with the class.

4.2 *Reading* Clues, guesses and questions ...

When archaeologists find something, they look carefully at it.

They see what clues it gives them, what they can guess about it, and what questions they can ask.

Can you match the clue, the guess and the question?

We know he had leather boots ...	so he probably cooked his food.
We know he had arrows ...	so he probably had cows.
We know he had fire ...	so he probably had iron.
We know he had a metal axe ...	so he probably hunted wild animals.

But how did he get it from the ground?
But what food did he cook?
But what animals did he hunt?
But what did he do with the milk?

4.3 *Writing* Be a detective of history!

Imagine you are an archaeologist. You found these things under the earth. They are 4 000 years old. What can you guess about each thing? What question can you ask?

Fact	Guess	Question
We know the person ate rice ...	so he or she grew crops.	But why didn't he plant the seeds?
We know the person had meals with bowls ...		
We know the person had a bow and arrows ...		
We know the person had a lot of wool clothes ...		
We know the person made metal ...		
We know the person wore a lot of gold jewellery ...		

4.4 *Guided writing* What did they have 4 000 years ago?

Look at the picture.
Can you find eight things that were not possible 4 000 years ago?
Write a sentence for each one.
For example:

They didn't have radio 4 000 years ago.

5 *Review* Your Language Record

Write the meanings and add the missing examples.

Word	Meaning	Example
a tool		The villagers made **tool**s from stone and metal.
a wheel		People used the **wheel** to move wood.
a detective		Archaeologists are **detective**s of the past.
a body		
a train		
snow		
jewellery		People in the past made beautiful gold **jewellery**.
ice		The **ice** melted when the climate changed.
metal		People made axes from **metal** many years ago.
melt		The metal **melt**ed in the hot fire.
discover		Archaeologists **discover** things under the ground.
print		

Choose more words from the box and write sentences to show their meanings.

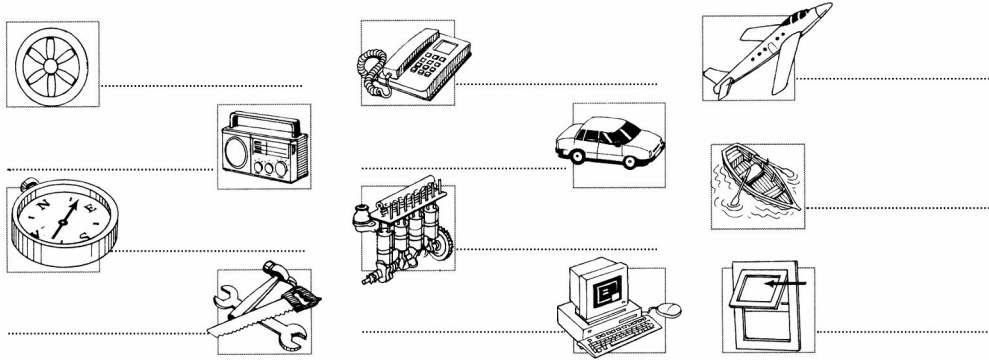
travel	a boot	a map	disappear	an axe
an arrow	dust	important	a border	a bow

Supplementary Exercises

1 *Vocabulary* Inventions and discoveries

1.1 A puzzle

How many world inventions can you find in this puzzle?
Write the words by the pictures.

N	S	L	T	W	H	E	E	L	E	T	L	W
R	A	D	I	O	E	C	H	O	D	P	M	Y
Q	H	X	T	E	L	E	P	H	O	N	E	T
C	O	M	P	A	S	S	D	G	F	D	X	W
E	I	T	O	O	L	S	S	K	F	B	A	Y
N	B	O	A	T	G	H	A	Z	J	O	L	S
G	Z	K	D	G	L	A	S	S	S	R	E	C
I	K	B	P	L	A	N	E	N	G	Y	S	A
N	H	Y	O	U	R	U	K	N	L	A	M	R
E	H	Y	S	M	N	B	L	K	A	U	T	W
V	C	S	K	J	C	O	M	P	U	T	E	R

1.2 Make your own puzzle

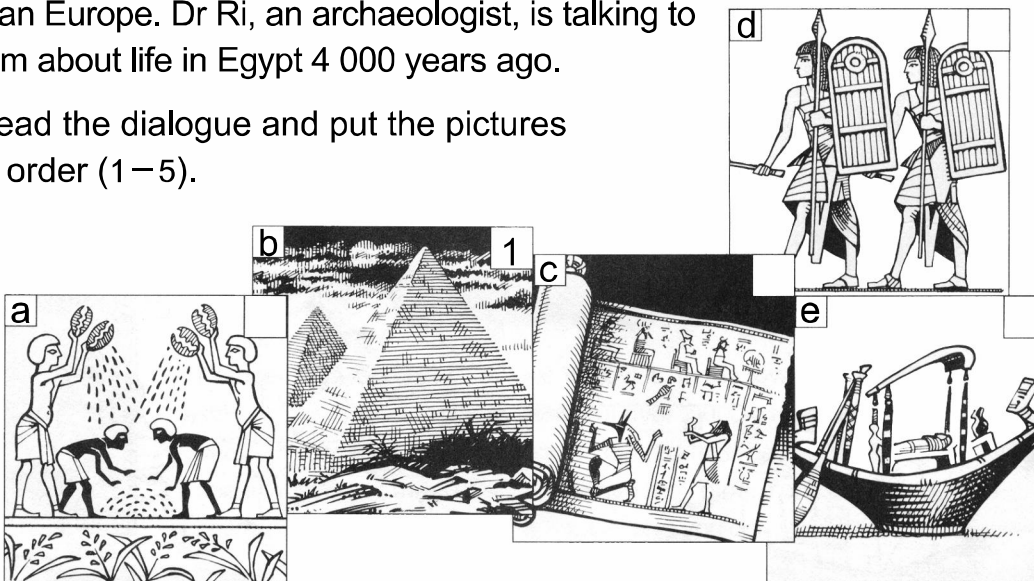
Make a word puzzle like this for your friends to do.

2 *Reading and listening: Past simple verb forms*

Life in Egypt 4 000 years ago

2.1 Dr Ri talks about Egypt

In Europe 4 000 years ago people lived in simple houses and used simple tools. At that time, Egypt was much more advanced than Europe. Dr Ri, an archaeologist, is talking to Kim about life in Egypt 4 000 years ago.

Read the dialogue and put the pictures in order (1 – 5).

DR RI: Life in Egypt was very different from life in Europe 4 000 years ago.

KIM: How?

DR RI: Well, I have some pictures here. You can see that the Egyptians built some very big buildings. The pyramids, for example.

KIM: Are they really 4 000 years old?
DR RI: Yes! They tell us a lot about life in Egypt.
KIM: What do they tell us?
DR RI: Well, we discovered jewellery in the pyramids. We know the Egyptians went to other countries to buy the stones. You can see one of their boats in this picture.
KIM: Mm. Did they sell things?
DR RI: Food and wine, I think.
KIM: That's very interesting. Did they write?
DR RI: Yes, archaeologists found old paper called papyrus in the pyramids.
KIM: What did they eat?
DR RI: Well, we found some bread in the pyramids, so we know they ate corn. We think they were good farmers ... and soldiers.
KIM: Did they fight wars?
DR RI: Oh, yes. They had lots of wars ...

You can listen to the dialogue on the cassette.

2.2 Check your understanding

Read the dialogue and answer the questions. Use these verbs in the Past simple:

go – went build – built eat – ate find – found
be – was/were discover – discovered

a Did the Egyptians travel?
Yes, they went ....

b What did they eat?
They ate ....

c What did they build?
They ....

d What did the archaeologists find in the pyramids?
They ....

e What jobs did the Egyptians do?
They ....

f Where did the archaeologists discover Egyptian bread?
They ....

3 *Deducing* The detectives of history

Look at the clues, guesses and questions here. Which ones go together?

The Egyptians bought stones for jewellery from different countries ...	so they probably believed in a new life after death.	But what food did they grow?
The Egyptians put food in the pyramids ...	so they were probably farmers.	But what did they write with?
The Egyptians had writing ...	so they probably travelled.	But which countries did they visit?
We know the land by the river Nile was very good ...	so they probably had documents.	But what other things did they believe in?

4 *Say it clearly!* /ɔ:/ four, more

4.1 Listen and say the words

Many words in English have the same sound as 'four' and 'more'. Listen. Say the sentences and words.

My cat has four paws. I saw four poor men at the door.
four paw door saw bought more before for or

4.2 Different letter patterns

How many different ways to spell /ɔ:/ are there?
Make a list and write the words.

OR: for, or ... OUR: four ...

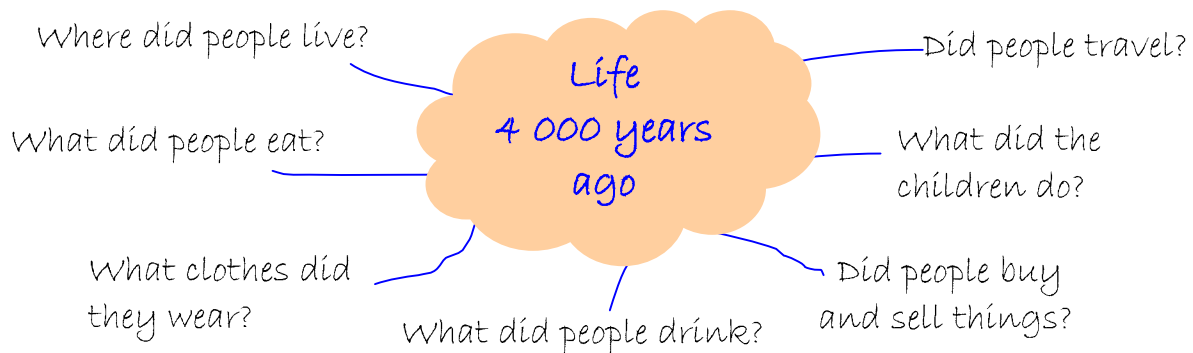
Language focus

Past simple (irregular)

1 *Reading* Life in the past

1.1 *Brainstorming*

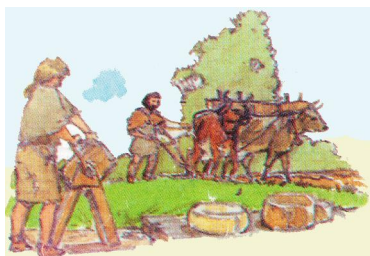
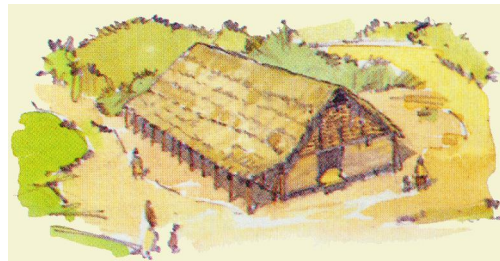
What do you know about life, 4 000 years ago?

Brainstorm some answers to these questions.

1.2 *Reading* Are you right?

Read the text and check your answers to the questions in Exercise 1.1.

You can listen to the text on the cassette.

LIFE IN A VILLAGE 4 000 YEARS AGO

Thousands of years ago, there was ice across the world. When the ice melted and it became warmer, people's lives changed. They began to move from place to place. They didn't live in caves any more. They lived in long houses. They made their houses with small trees and grass.

In those days, the children didn't go to school. They went into the fields and helped with the animals. They had cows, pigs, sheep, goats and dogs, but they didn't have horses, cats or chickens. The women cooked meat and made cheese and butter from milk. They wore wool

clothes and leather boots. They didn't have farm machines, but the cows worked with the farmers in the fields.

The people didn't stay in one place. Many people went from village to village. They saw how other people lived. When strangers came to the village they exchanged new ideas. Sometimes they bought things – pots, crops and metal – from each other.

2 *Grammar*

Past simple: irregular verbs

2.1 *Past simple* Regular and irregular verbs

In Unit 6 you saw some verbs like this:

Dinosaurs liv**ed** millions of years ago. Some of them mov**ed** very quickly.

Verbs with '-ed' on the end are regular verbs. Find some more in the text.

2.2 *Past tense form* Some more irregular verbs

There are also irregular verbs that don't have '-ed' on the end.
Do you have irregular verbs in Korean?

Do you know the Past tense of these verbs?

have They .... cows, pigs and sheep.
go Many people .... from village to village.
see They .... how other people lived.

Find the Past tense of these verbs in the text or in the irregular verbs list.
Write an example for each one.

make begin come buy wear

The past form is the same for all persons.

He **went** from place to place.
They **went** from place to place.

Say it clearly!
/ɔː/ s**aw**, b**ough**t, w**ore**
/æ/ h**a**d, beg**a**n
/eɪ/ m**a**de, c**a**me

2.3 *Practice* Questions and answers

Do you remember the Iceman from Unit 9? Match these questions to the correct answers.

1 What clothes did the Iceman wear?
2 What did the Iceman drink?

3 What did he usually eat?
4 What language did the Iceman speak?
5 How did the Iceman make his arrows?

a He usually ate meat and vegetable soup.
b We don't know what language he spoke.
c He made them from wood and he put metal on the end.
d He drank water and milk.
e He wore a wool coat and leather boots. He put grass in his boots.

Can you add some more verbs to the list in Exercise 2.2?

2.4 *Some more practice* A trip with your family or friends

You can use the Past simple to talk about something you did.
Talk to your partner about a time when you went somewhere. Ask each other questions.

Where did you go?	I went to …
Who did you go with?	I went with …
What did you do there?	I saw/visited/played …
Did you eat anything there?	No, I didn't./Yes, I did. I ate …
Did you meet anybody there?	No, I didn't./Yes, I did. I met …
Did you buy anything there?	No, I didn't./Yes, I did. I bought …

Past tense questions and negatives

2.5 *Form* Did they do it? No, they don't!

Look at these examples of Past tense questions and negatives.

MOTHER: Did you give Su Hyang the sweets yesterday?
DAUGHTER: No, I didn't see her.
MOTHER: Oh dear. Did you give them to her sister?
DAUGHTER: No, she didn't come to school.
MOTHER: Well, did you leave them at school?
DAUGHTER: No, I didn't. I gave them to Sun Hui, Su Hyang's friend.
MOTHER: What did she do with them?
DAUGHTER: She put them in her bag, but when she got home …
MOTHER: Yes?
DAUGHTER: ... her new dog ate them!

Complete the tables.

Past tense questions	**Past tense negatives**
Did + ... + ...?	.... + didn't + ...

Find some more examples of Past tense questions and negatives in Exercises 1 and 2.

Notice that you use 'did' with all persons.

I You He/She/It We You They	**didn't**	go to school yesterday. see her.

Where	**did**	I you he/she/it we you they	put it?

2.6 *Practice* Make a quiz!

Write three questions about life 4 000 years ago.

Did they drive cars?
Did they cook their food?

Write three 'true or false' questions.

They didn't drink milk – true or false?
They didn't live in houses – true or false?

Work in two teams and ask each other the questions. The first team to get 15 correct answers is the winner.

2.7 *Some more practice* A question bag

Work in pairs again. Write some questions to ask other students.

What did you eat for breakfast?
Did you watch television last night?

Put the questions in a bag. Take one and answer with a complete sentence.

3 *Language functions* Reacting

3.1 *Your ideas* What can you say?

If you want to ask a friend about last weekend, what questions can you ask?

3.2 *Listening* At the weekend

Listen to Will, Alison, Helen and Nick. Do they ask your questions? What do they think was good or bad?

WILL: Hi, Alison, did you have a good weekend?
ALISON: Yes, thanks. I had a great time. I went to the beach with Nick.
HELEN: Brilliant! You lucky thing!
NICK: Yes, it was great. We played handball all day.
ALISON: What did you do, Will?
WILL: I went to see a concert with Helen.
NICK: Oh, no!
ALISON: Was it good?
NICK: The concert, good? Never!
HELEN: No, not really. It was very hot and noisy.
ALISON: Oh, bad luck!
HELEN: I wore Ali's sweater. Someone put chocolate on it.
ALISON: Oh, no!
WILL: And I bought a cassette of concert.
ALISON: Can I hear it?
WILL: No ... because it dropped out of my pocket!
ALISON: That's terrible!

3.3 *Practice* Speaking

Work with a partner. Make a conversation about what you did at the weekend.

Did you have a good time in the holidays?

I went ...	Oh, brilliant!
I saw ...	You lucky thing!
I visited ...	Oh, no!
I played ...	Oh, bad luck!
It was ...	That's terrible!

When you are ready, act out your conversation for the class.

4 *Review* Your Language Record

Reacting Write the meanings.

Oh, brilliant!	Oh, no! ....
You lucky thing!	Oh, bad luck! ....
Oh, great!	That's terrible! ....

Irregular verbs Complete the table.

Infinitive	Past form	Example
....	began	I **began** school when I was six.
buy	....	....
....	came	My friend **came** to my house yesterday.
drink	....	I **drank** a lot of milk yesterday.
....	ate	....
....	got	I **got** a book for my birthday.
go	....	....
....	had	I **had** a test yesterday.
make	....	My brother **made** a cake last night.
put	....	I **put** your book in your bag.
see	....	....
speak	....	I **spoke** to Yong Chol yesterday.
....	wore	Yong Hui **wore** a sweater to the concert.

Past tense negatives

Subject + didn't + infinitive ...

Write some more examples.

I didn't walk to school yesterday.
I didn't watch TV last night.
....
....
....

Past tense questions

(Question word +) did + subject + infinitive …?

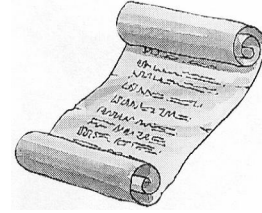
Write some more questions.

Where did you go yesterday?
When ...? Why ...?
....
....
....

Supplementary Exercises

1 *Past simple: irregular verbs* A true, accidental discovery

1.1 *Reading* The Dead Sea Scrolls

In 1947, some boys discovered some very important papers. Read their story.

A scroll = a piece of paper like this

How they discovered the Dead Sea Scrolls

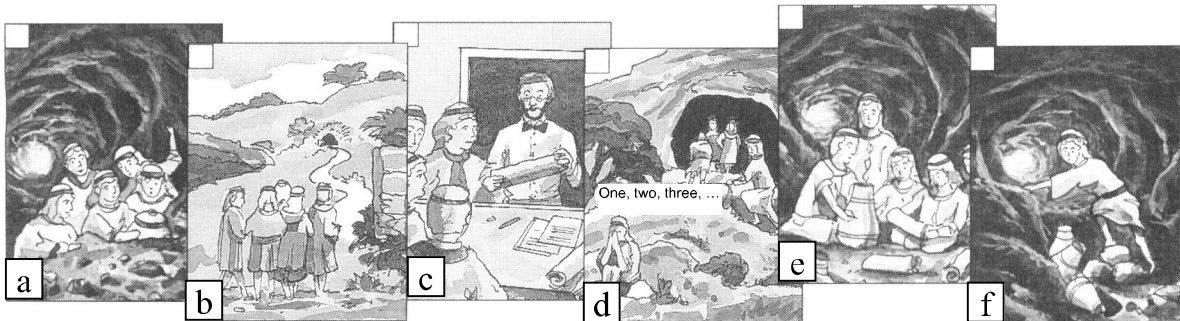
One day, about 60 years ago in a village near the Dead Sea, some boys decided to play a game together. They went out of the village to find some trees. One of them saw a cave and they went into it.

One boy waited outside and began to count: 'One, two, three, ... eighteen, nineteen, twenty ... I'm coming!' He went into the cave to look for his friends.

'I think they are behind the wall,' he said. He climbed the wall of the cave and suddenly a stone fell from the wall. In the wall he saw some big pots.

'Look boys! Come here! Look at this!' he shouted. His friends came to see. They got the pots out of the hole in the wall and put them on the ground. 'Let's open the pots!' one of the boys said. In the pots, they found some very old pieces of paper with strange writing on them. 'Let's go and tell our teacher about this,' another boy said.

The boys went to find their teacher in Qumran, their village. He told them that the papers were probably 2 000 years old.

Now put a number beside each picture, to tell the story.

1.2 *The irregular Past simple* Find the verbs

Find the Past tense of these verbs in the story.

get .... go .... see .... begin ....
fall .... come .... find .... tell ....

What is the boy saying? Fill the gap with correct verb in the past tense.

a We ..... to play out of the village.

b My friends ..... into a big cave.

c I ..... to find them. I climbed up a wall and some stones ..... out of the wall.

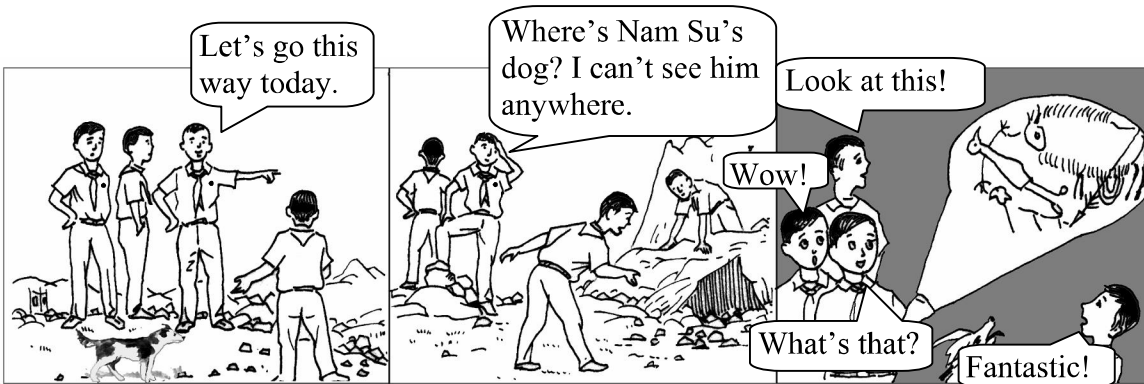
d I ..... something in the wall.

e We ...... the pots down from the wall.

f In the pots, we ...... some old papers.

g We ..... to tell you about the pots.

1.3 *Writing* Another cave

Look at the pictures and write the story.

You can start like this:

Four boys, Yong Chol, Yong Nam, Nam Su and Hak Su were friends. In summer of this year the weather was very hot. One day, ...

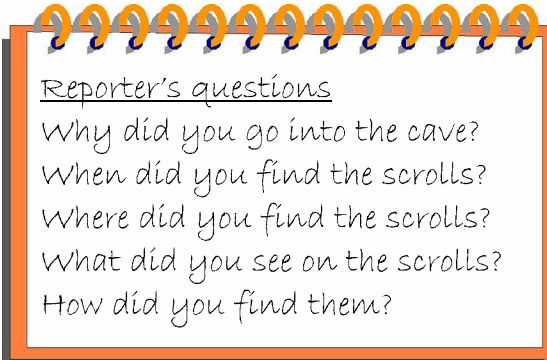
....

2 *Past simple questions* Choose the question

2.1 Reporter's questions

A newspaper reporter asked the boys who found the Dead Sea Scrolls some questions. Read their answers and choose the correct question.

REPORTER: ....(1)............
ANSWER: On Saturday afternoon.
REPORTER: ....(2)............
ANSWER: We went to play hide-and-seek.
REPORTER: ....(3)..........
ANSWER: They were in some pots in the wall.
REPORTER: ....(4)...........
ANSWER: I climbed the wall and a stone fell out.
REPORTER: ....(5)............
ANSWER: There was a lot of strange writing on the scrolls.

Reporter's questions
Why did you go into the cave?
When did you find the scrolls?
Where did you find the scrolls?
What did you see on the scrolls?
How did you find them?

2.2 Your questions

Write five questions you can ask the boys who found the cave paintings.

Where ...? ....
When ...? ....
How ...? ....
Why ...? ....
What ...? ....

3 *Past simple negatives* True or false?

Read these sentences about you. If the sentence is false, put it right underneath, like this:

You were born in Chongjin.
No, I wasn't. I was born in ... .

a You went to Wonsan on holiday last year.
No, I didn't ....

b You bought an ice-cream yesterday.
....

c You went to the cinema last week.
....

d You ate fish yesterday for dinner.
....

e You drank a glass of milk for breakfast this morning.
....

4 *Giving reactions* Talk to Sarah

You can use these words and phrases to talk to Sarah:

Oh, brilliant! *You lucky thing!* *Oh, no!* *Oh, bad luck!* *That's terrible.*

SARAH: Hi! Did you have a good weekend?
YOU: ....
SARAH: What did you do?
YOU: ....
SARAH: Oh! Well ... my uncle took me for a ride in a plane!
YOU: ....
SARAH: Yes, it was great but ...
YOU: ....
SARAH: After half an hour, I felt ill.
YOU: ....
SARAH: The plane landed, and I went home to bed. I was in bed all day yesterday.
YOU: ....
SARAH: I missed a Maths test at school!
YOU: ....

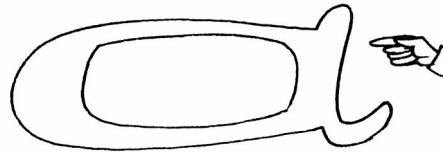
You can talk to Sarah on the cassette.

5 *Say it clearly!* /eɪ/ made, came; /æ/ had, began

5.1 He came and made a cake ...

All these words have the same long 'a' sound.
Listen and repeat.

made came cake late wait

He came and made a cake.
Don't be late. I can't wait!

5.2 My fat cat is happy

All these words have the same short 'a' sound.
Listen and repeat.

sad bad band began happy
angry fat catch land axe

I feel sad, but my fat cat is happy.

Culture matters

The history of Korea

1 *Reading* The history of Korea

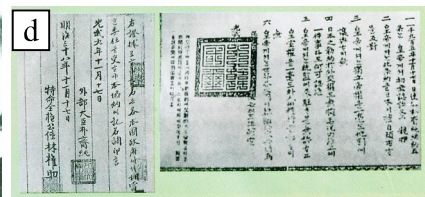
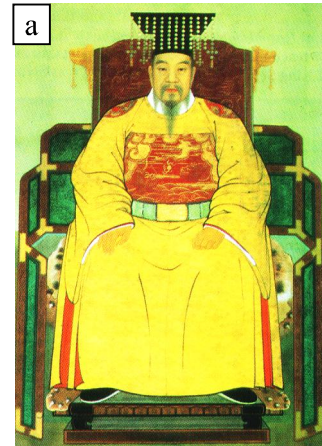
1.1 *Your ideas* What do you know?

What do you know about the history of Korea?
What famous people came from Korea?
What famous events happened in Korea?
How old is Korea?

1.2 *Skimming* Some events in Korean history

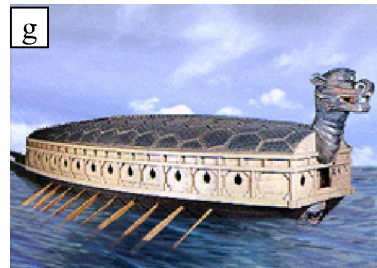
Match the pictures with the descriptions.

☐ In early 3000 BC Joson(Kojoson) was founded by Tangun.

☐ In 277 BC Ko Ju Mong founded Koguryo, Korea's first feudal kingdom.

☐ In 918, Wanggon, a big feudal lord established a new dynasty and named it Koryo.

☐ In 1444 the Korean script *Hunminjongum* which means 'the righteous voice for teaching people' was invented during the reign of King Sejong of the Ri Dynasty.

☐ In 1592, Admiral Ri Sun Sin built the turtle ship (ironclad battleship), the first of its kind in the world and gained the fame in the Imjin Patriotic War against the Japanese invaders.

☐ In 1866, the US pirate ship '*General Sherman'* invaded into the Taedong River and was set on fire by the Pyongyang people.

☐ In 1905, Japanese imperialists forged the 'Ulsa five-point Treaty' and in 1910, finally occupied Korea and made her their complete colony.

2 *Reading* The great leader Generalissimo Kim Il Sung is the founder of the socialist Korea

Fill the gaps with the following dates.

April 15, Juche 1 (1912)
August 15, Juche 34 (1945)
September 9, Juche 37 (1948)
October 17, Juche 15 (1926)
October 10, Juche 34 (1945)
April 25, Juche 21 (1932)
1950s

The great leader Generalissimo **Kim Il Sung** was born on .... at Mangyongdae.

The great leader Generalissimo **Kim Il Sung** formed the Down-with-Imperialism Union on ....

The great leader Generalissimo **Kim Il Sung** founded the Korean People's Revolutionary Army, the first revolutionary armed force in Korea on ....

The great leader Generalissimo **Kim Il Sung** liberated the country on ....

The great leader Generalissimo **Kim Il Sung** founded the Workers' Party of Korea on ....

The great leader Generalissimo **Kim Il Sung** founded the Democratic People's Republic of Korea on ....

The great leader Generalissimo **Kim Il Sung** led the war against the US imperialists to great victory in ....

The great leader Generalissimo **Kim Il Sung** established the socialist system and consolidated it.

Supplementary Exercises

Help yourself with pronunciation

In Grade 2, you saw three ways to help you learn pronunciation.
You can see them again in this Unit and see one more way.
Use them to practise the words in Units 9 and 10.

From Grade 2

1 *Using a mirror* Listen, look and repeat

You try it! Listen. Look in a mirror and say the words and phrases.

a They lived in long houses.
houses long houses
in long houses lived

they lived   they lived in
They lived in long houses.

b They didn't have horses, cats or chickens.
chickens   cats or chickens   horses   have   didn't have
They didn't have horses, cats or chickens.

2 *Stress in three-syllable words* Bang on the table!

2.1 Strong syllables

Here are some words with three syllables. In these words, the first syllable is the strongest.

VEGetable   **BRILL**iant   **BEAU**tiful

In these words, the second syllable is the strongest.

de**TEC**tive   dis**COV**er   im**POR**tant

Say the words and bang your hand on the table when you say the strong syllable.

2.2 Listen and say the words

Listen and say the words. Don't forget to bang the desk on the stressed syllable!

VEGetable	**BRILL**iant	**BEAU**tiful	**PROB**ably
MEXico	**HOS**pital	de**TEC**tive	dis**COV**er
im**POR**tant	ex**CIT**ing	com**PU**ter	pol**ICE**man

3 *Stress in a sentence* What are the important words?

3.1 Important words

In English, the important words are the strongest. Like this:

ALISON: Yes, thanks. I had a **great** time.
HELEN: **What** did you do?
ALISON: I went to the **beach** with Nick.

Listen. Say the dialogue.

3.2 A dialogue in your textbook

Find a dialogue in the textbook. Put a circle around the important words.

OUT AND ABOUT!

NICK: The concert is terrible! I hate it. Just a lot of noise!

ALISON: All right, Nick. You're not going to the concert. What are you doing later, Will?

WILL: Nothing. Why don't we meet at my house?

ALISON: Good idea. Shall I tell Helen?

WILL: Fine. Let's meet at around five.

NICK: Tell Helen not to bring any concert records with her.

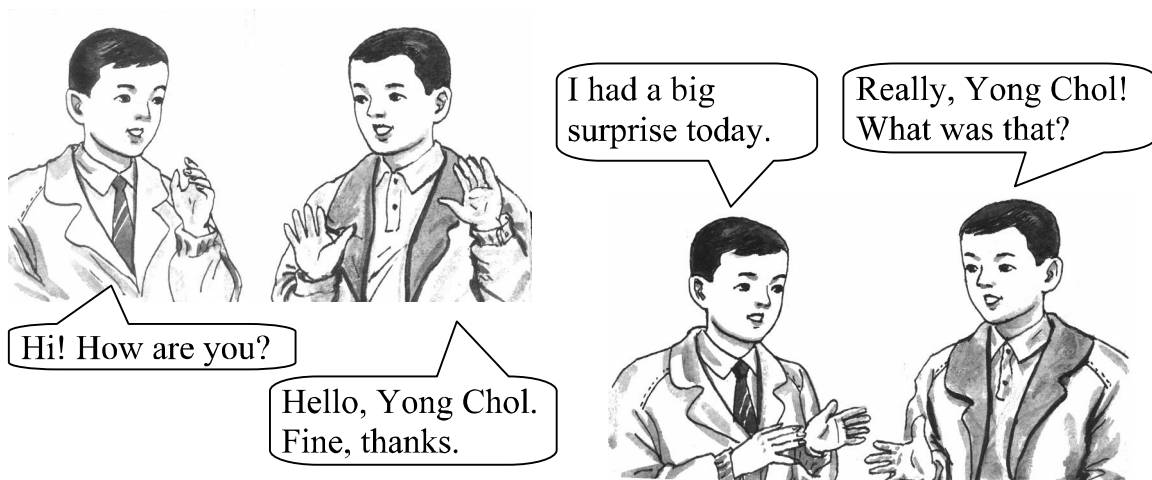
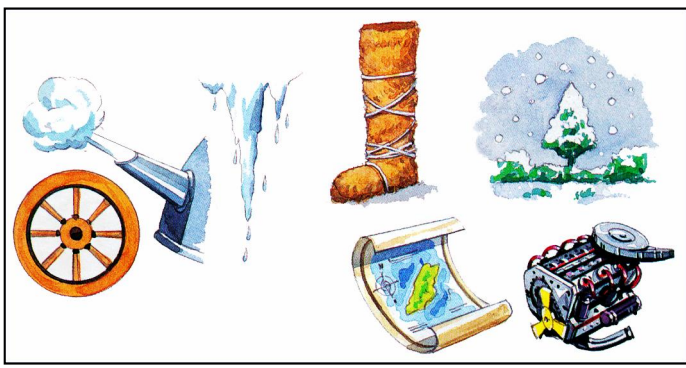
ALISON: Oh, be quiet Nick! See you later Will. Bye!

WILL: Bye!

Say the dialogue. Say the words in the circles strongly.

A new way

4 Pretend you are another person

If you take two parts in a conversation in English, you can use a different voice for one of them.

You try it! Choose one of the dialogues with Yong Chol or Hak Su. Take both parts.

Revision and test
(Units 9－11)

Revision

1 *Vocabulary* What's the word?

Find the words in the word square. Then make a word puzzle for other students.

A	H	G	T	E	Y	T	W	H	W	I	J	S
M	A	P	H	E	O	I	E	Y	U	W	H	N
J	D	J	K	L	I	C	E	J	D	E	J	O
J	F	J	K	W	I	N	F	K	W	J	D	W
J	D	J	W	H	E	E	L	W	H	D	H	D
J	K	J	D	L	B	O	O	T	Q	K	N	E
K	D	K	O	K	E	N	G	I	N	E	F	H
S	T	E	A	M	E	O	J	E	N	W	K	W

2 *Past simple* All about you

Choose five questions and write your answers.

What time did you go to bed last night?

How did you come to school today?

What sports did you play last week?

What presents did you get for your last birthday?

What did you eat for dinner last night?

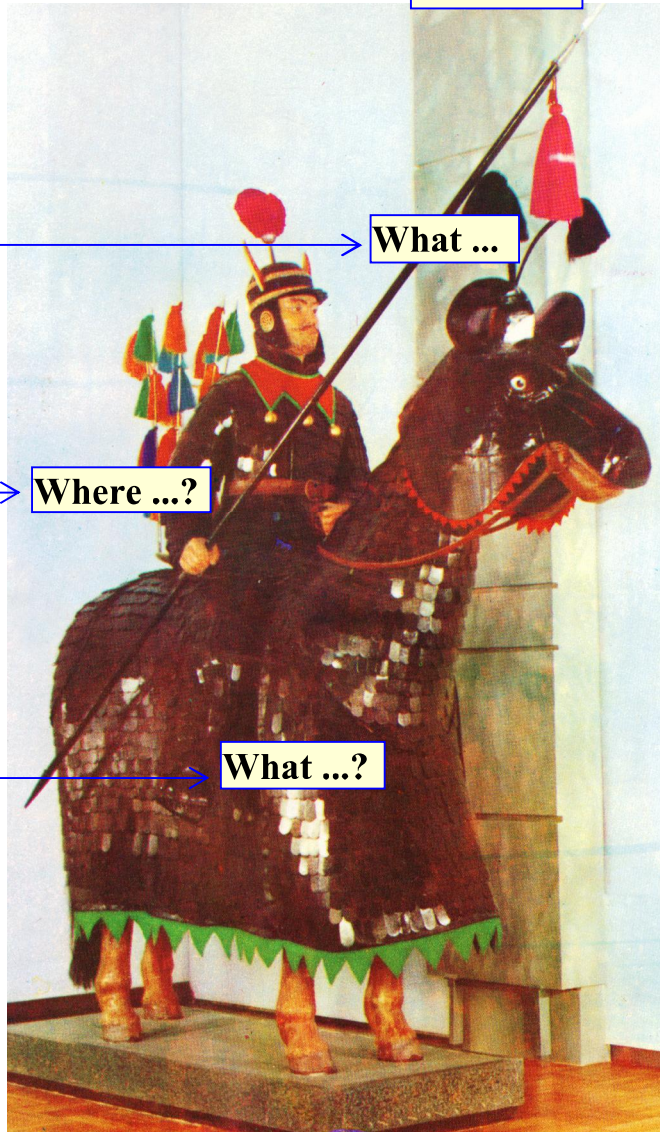
What did you do last weekend?

How old were you when you began school?

What programmes did you see on television last week?

3 *Past simple questions* The people of Koguryo

Read about how the people of Koguryo lived. Write the questions that the text answers.

- The capital of Koguryo was Jolbon, and about 1 500 years ago it was moved to Pyongyang. → **When ...**
- The people of Koguryo built a beautiful city with a big king's palace, and other buildings and wide streets. → **What ...**
- The city was very good to live in because it was built in the basin of the River Taedong and surrounded by beautiful mountains. → **Where ...?**
- They used the carts horse and wagons for transport. They built the king's palace and walls at the foot of Mt. Taesong near today's Pyongyang. They had their own language and were developed in many ways. They had schools for their children. Most people of Koguryo were farmers and craft workers. → **What ...?**
- They farmed and also hunted wild animals with bows and arrows. → **How ...?**
- They made different kinds of pots to cook their meals. → **What ...?**

- We are not sure that they used money but probably they bought and sold with rice and cloth. → **How ...?**
- They liked writing very much and so the literature was advanced. → **Did ...?**

The aggressors of Sui and Tang attacked Koguryo on several occasions. The wars lasted long time but the people of Koguryo finally defeated the enemy.

4 *Past simple negatives* Possible or impossible?

Are these sentences about the people of Koguryo possible or impossible? Write your answers.

Then look back at Exercise 3. Were you correct?

a The people enjoyed horse-riding.
Possible! They had horses.
b There were a lot of people of Koguryo.
c The cities were very big.
d The Koguryo people spoke Korean.
e The people made a lot of things from animal skins.
f Some people were teachers.
g They wrote letters to each other.
h When the aggressors attacked, the people used their guns.

Test

1 *Vocabulary* Word groups

Put the words in the columns.

cats cheese dogs leather ice meat cows milk oil
sheep snow wool

Things that we get from animals	Types of animals	Things from nature
....	....	....
....	....	....
....	....	....
....	....	....

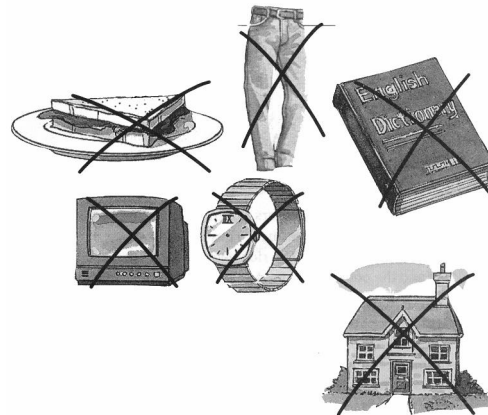
Put one of the words in the sentences.

a Mr and Mrs Simon found the Iceman in the ....
b The Iceman wore .... boots filled with grass.
c He had clothes made from ...., so we know that he had sheep.
d He had a bow and arrows, so he probably hunted animals and ate ....

2 *Past tense negatives* Questions about the Iceman

Look at the pictures and answer Sarah's questions.
Use these verbs.

have wear watch live speak eat

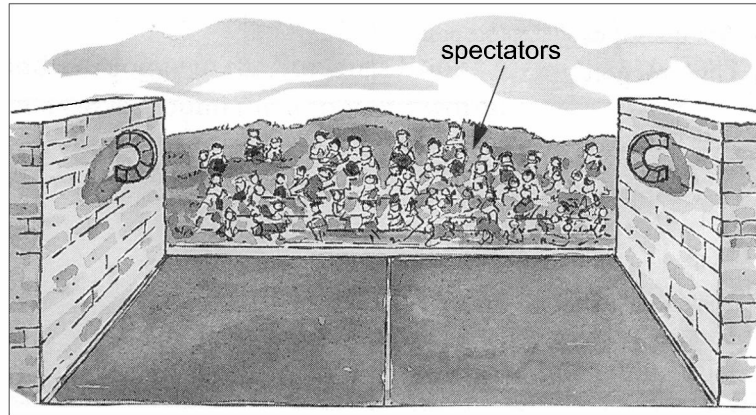
SARAH: How did the Iceman tell the time?
YOU: *I don't know! He didn't have a watch!*
SARAH: What did the Iceman wear?
YOU: *I don't know! He didn't* ...
SARAH: What did the Iceman do in the evenings?
YOU: ....
SARAH: What did the Iceman live in?
YOU: ....
SARAH: What language did the Iceman speak?
YOU: ....
SARAH: What did the Iceman eat?
YOU: ....

You can check your answers on the cassette.

3 *Past simple: regular and irregular verbs* The Aztec ball game

The Aztecs played a game like basketball. Read the rules of the game.

HOW TO PLAY THE BALL GAME

a Two teams play with a ball.
b The players try to put the ball through the hole.
c The players cannot touch the ball with their hands, feet or head.
d The game stops when the ball goes through the hole.

e The winning team chases the spectators.
f They catch the spectators.
g They take the spectators' clothes.
h They eat their food.

Now fill the gaps with the correct verbs in the Past tense.

use try touch play stop put eat watch chase

The ball game

People from many countries in America played this game. The Aztecs ......(1)...... the game with two teams and a ball. Each team ......(2)...... to push the ball through the ring, similar to basketball. In the ball game, the Aztecs did not ......(3)...... the ball with their hands or feet. They only ......(4)...... their arms and legs. When one team ......(5)...... the ball through the hole, the game ......(6)....... . The winning team didn't win a prize. They ......(7)...... to take the clothes of the people who ......(8)...... the game. They also ....(9)...... their food.

You can check your answers on the cassette.

4 *Past tense questions* An Aztec quiz

Read some more about the Aztecs.

LIFE WITH THE AZTECS

The Aztecs lived about 500 years ago in Mexico. They were very good farmers and fishermen. They ate a good diet of fish, meat and vegetables. The rich people wore cotton clothes and the poor people made clothes from plants.

The Aztecs had many gods, but their most important god was Huitzilopochtli. Huitzilopochtli was the sun god. The Aztecs believed that he worked all night to make the sun rise in the morning. Every morning, the Aztecs killed many prisoners in the market square to make their god happy.

Here are some answers about the Aztecs. What are the questions?

For example:

a When *did the Aztecs live?*
500 years ago.
b Where ………………………………?
In Mexico.
c Who …………………………………?
Huitzilopochtli.
d What …………………………………?
They killed many prisoners.
e Why …………………………………?
To make their god happy.
f What …………………………………?
They were farmers and fishermen.
g What …………………………………?
They wore clothes from cotton.

5 *Giving reactions* What do you say?

Read (and listen) to what Sarah says. What can you say in reply?

SARAH: I had a strange week last week. On Monday, I had a big History test.

YOU: ……………………………………………

SARAH: I didn't pass!

YOU: ……………………………………………

SARAH: On Tuesday I had a Maths test, and I got all the answers right!

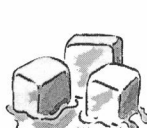
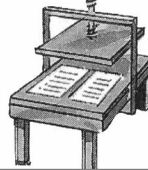
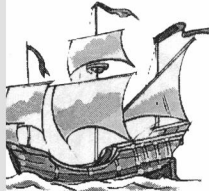
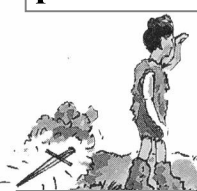
YOU: ……………………………………………

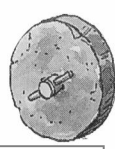
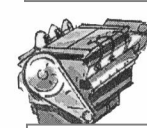
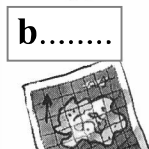
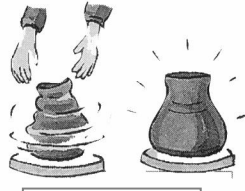
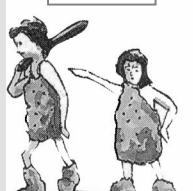
SARAH: And then, on Wednesday, I ate too much ice-cream and I was ill.

YOU: ……………………………………………

SARAH: On Thursday, I dropped my radio. It doesn't work now.

YOU: ……………………………………………

SARAH: I'm going to buy a new radio now. Bye!

You can check your answers with the cassette.

A picture dictionary (3)

Theme D **Below the clouds**

Topic

Climates of the world

1 *Your ideas* The climate in our country

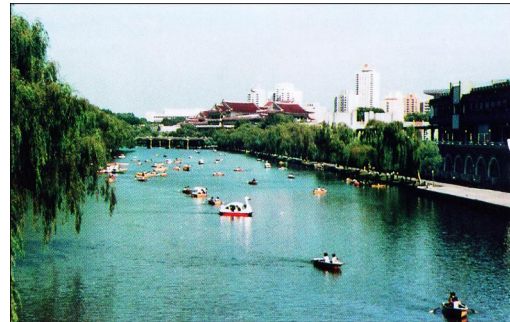
How does the climate affect life in our country?

Look at the pictures and brainstorm your ideas with the class.

Every spring we visit Mangyongdae.

In summer we enjoy boating in the River Pothong.

In autumn farmers gather the crops.

In winter we have a lot of snow.

2 *Reading* World climates

Find our country on the map of the world on pages 186—187. What type of climate do we have?

What type of climate do these countries have?

Russia	Canada	China	England
Spain	Egypt	India	Brazil

What type of climate does each of these sentences describe?

- **a** It suddenly changes from wet to dry weather.
- **b** It rains all the year and it is usually very warm.
- **c** It is very cold all the time.

3 *Writing* The climate and the way we live

3.1 *Deducing* Climate, houses, food and clothes

What are the houses, food and clothes like in our country?

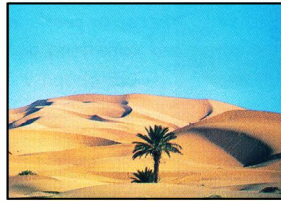
The climate influences how we live. Match the pictures of the places to the traditional houses, food and clothes.

Why do you think the houses, food and clothes are different in each place?

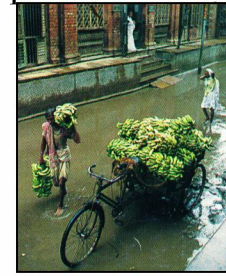
In the Middle East, they paint their houses white to reflect the sun.

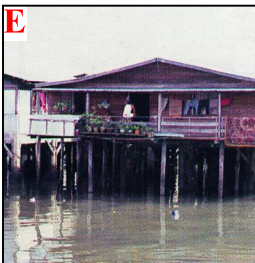
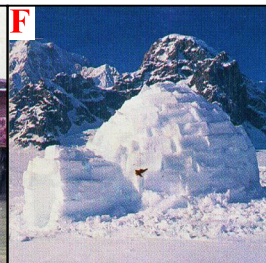
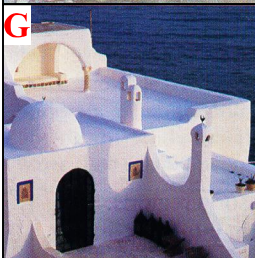
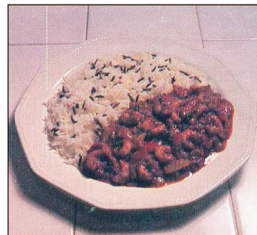
They eat … because …

They have to wear … because …

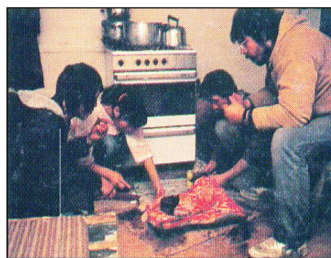
Places

A a desert climate

B a polar climate

C a temperate climate

D a monsoon climate

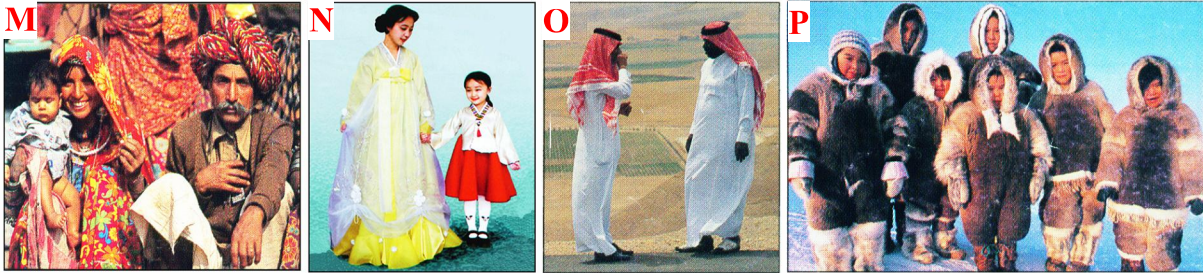
Houses

Food

I curry and rice

J rice, meat and vegetables

K raw fish

L meat and rice

Clothes

M
N
O
P

3.2 *Writing* Write about a climate

Write about the climate, houses, food and clothes in another country.

The Middle East has a desert climate. They paint their houses white to reflect the sun. Not many vegetables grow there, so people eat a lot of meat and rice. They have to wear light clothes and something on their heads because of the heat.

3.3 *Vocabulary* What's the word?

Find the opposites of these words in the word square.
They go (→), (↓), and (↘).

day   above   rise   dry   always   warm

Put a word into each sentence. (You may have to change the word.)

a Hot air rises, but cold air ....
b In tropical areas, it is never ....
c In a rainforest it rains every day. The ground is always ....
d In temperate areas, the temperature does not go ...... −3°C.
e In desert areas, it is very cold at ....
f In polar areas, the temperature .... rises above 10°C.

N	S	F	E	C	O	L	D	E	W	W	I	J	W
I	G	J	U	R	Y	H	J	W	U	O	E	L	P
G	K	B	E	L	O	W	E	W	U	Q	K	T	E
H	T	N	E	V	E	R	F	I	L	T	W	H	A
T	J	D	J	E	K	K	D	N	P	Q	K	O	E
H	G	H	R	Y	T	R	G	E	H	F	A	L	L

Make a puzzle for other students.

3.4 *Discourse* Linking sentences

These two sentences link together. 'There' means 'In the Arctic region'.

In the Arctic region the climate is polar. *There*, they have snow all the year.

Draw arrows to show the links in these sentences.

- **a** In mountain regions there are a lot of trees. There, many people live in wooden houses.
- **b** Countries around the Mediterranean are warm temperate. There, the people eat rice or pasta.
- **c** It often rains heavily in monsoon regions. People in those areas build their houses on legs.
- **d** The rainforests in Brazil are tropical. Here it is hot nearly all year round.

3.5 *Free writing* Imagine ...

Look at the map of the world on pages 186—187. Choose a place. Imagine that you live there. What do you do every day? What is in your house? What do you eat? How do you use your free time? Describe your life. Give yourself a new name!

4 *Reading* Disaster from the climate

4.1 *Reading* Natural disasters

The climate can make a lot of problems. Do we have natural disasters in our country?

Read the texts.

What type of climate produced each disaster?
Which of the three disasters was the worst?
What do you think we can do to stop disasters happening?

You can hear the texts on the cassette.

NATURAL DISASTERS

DISASTER IN THE NETHERLANDS

The Netherlands is very flat and part of the country is below the level of the sea. The people there have to make sure that the walls by the sea – the dykes – are very strong. Usually, there is no problem, but in January 1995, it rained and rained for more than two weeks. The water in the canals and rivers rose higher and higher, and thousands of people had to leave their homes because of the danger of floods. They went to other towns and waited until the water level fell again.

DISASTER IN FLORIDA

Hurricanes are very strong winds that come from the sea. Warm wet air rises in a spiral and goes faster and faster – over 160km an hour.
In 1992, 'Hurricane Andrew' hit Florida. The people there had to leave their homes and move to other towns and wait. When the hurricane arrived, it killed 15 people and destroyed thousands and thousands of buildings. More than 50 000 people had nowhere to live.

DISASTER IN AFRICA

Sometimes in desert climates, it does not rain for a very long time. This happened between 1968 and 1974 in the Sahel, in West Africa. The winds changed direction and the area did not receive any rain for six years. Hundreds of thousands of people and nearly half of the animals in the area died because there wasn't enough water. People had to walk many kilometres to find water.

4.2 *Writing instructions* Warning!

This poster tells you what to do if there is a forest fire.

What do people have to do if there are floods, hurricanes or snowstorms? Write a poster to give information about what to do.

5 *Review* Your Language Record

Write the meanings and the missing examples.

Word	Meaning	Example
climate		Korea has a very good **climate**.
desert		The Sahara is a **desert**.
fire		
flood		In the Netherlands in 1995, there were **flood**s.
heat (n.)		The sun gives us **heat**.
kind (n.)		What **kind** of sports do you like?
level		Parts of the Netherlands are below the **level** of the sea.
nowhere		After the hurricane, many people had **nowhere** to live.
above		The temperature in tropical areas is usually **above** 20°C.
cool		The summers in England are **cool**.
flat (adj.)		The Netherlands is a very **flat** country.
heavy		
light (adj.)		In hot countries, people wear **light** clothes.
heavily		In Switzerland, it often snows **heavily**.
incredibly		In a desert, it is often **incredibly** hot.
nearly		**Nearly** half of the animals in the Sahel died.
have to		I **have to** go to school tomorrow.
make sure		In the Netherlands they have to **make sure** the dykes are strong.
protect		
receive		The Sahel did not **receive** any rain for six years.
reflect		White paint helps to **reflect** the heat.

Choose another word. Add its meaning and an example.

temperate	polar	tropical	mountain	dry	wet	region

Supplementary Exercises

1 *Vocabulary* World climates

Read the definitions and choose the correct word.

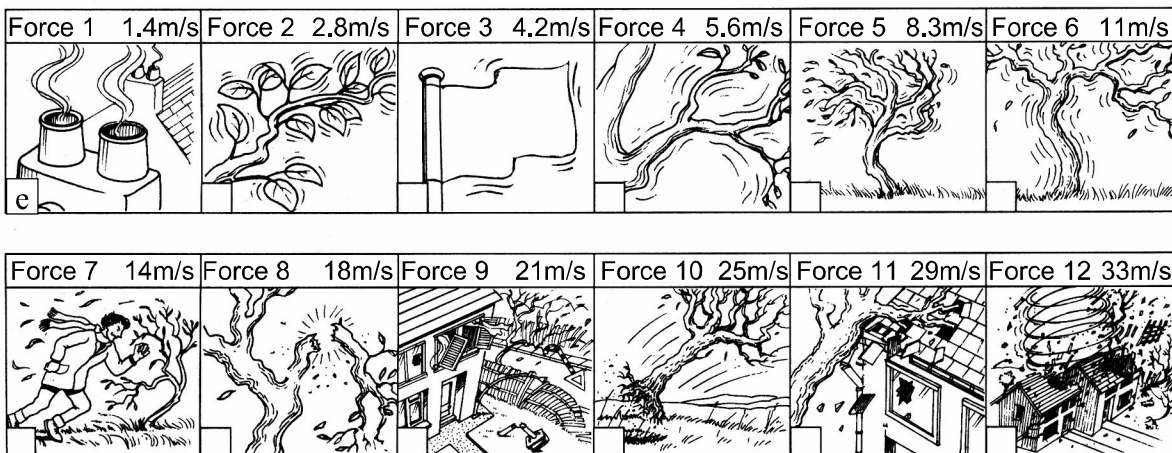
warm temperate tropical polar monsoon
desert cool temperate tundra

a In a .... climate, the winters are not normally very cold.
b The rainforests are in areas with a .... climate.
c During the day the temperature can rise to 52°C and at night it gets very cold in areas with a .... climate.
d In a .... climate, it usually rains for five months of the year and is dry for seven months.
e There aren't any trees in a region with a .... climate.
f In a .... climate it rains nearly all the year round.
g In summer, the hottest temperature in a .... climate is less than 10°C.

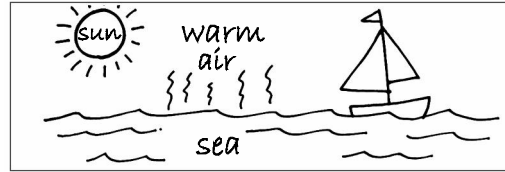
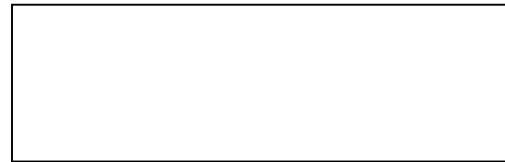
2 *Reading* The Beaufort scale

2.1 The wind

Every climate has wind. The Beaufort scale is a way of measuring the wind. Match the descriptions (a–l) to the correct pictures.

a Trees fly through the air.
b A flag can fly.
c Small trees move.
d Leaves move.
e Smoke moves gently in the air.
f Parts of trees break off.
g Small branches move.
h It is very difficult to walk.
i Some things outside break.
j A hurricane!
k Large branches move.
l Damage to houses.

2.2 Why are there hurricanes?

Read about how a hurricane starts.
Draw a picture for each part. Label the pictures.

The sun warms the sea.

Water vapour rises into the air. Cold air comes down and goes round and round in a spiral. This is the 'eye' of the hurricane.

More and more water vapour goes up and more and more cold air comes down. The cold air goes round faster and faster. The wind blows at 34.7m/s. The 'eye' of the hurricane is calm.

Hurricanes can move very fast. They are very dangerous. They can pull up trees and destroy houses and towns.

Compare your pictures with other students in your next lesson.

3 *Say it clearly!* /iː/ eat; /eə/ wear; /jɪə/ year; /e/ weather

3.1 Same spelling – different sound!

This letter pattern '-ea-' has four different sounds. Listen and repeat.

/iː/ eat   /eə/ wear   /jɪə/ year   /e/ weather

You can practise two sounds here.

3.2 The /iː/ sound: eat

Listen and repeat.

meat weak repeat heat beach please meal clean leaf
I like going to the beach. I clean my teeth after every meal.

Choose some words and make your own sentences.
Record them if you can.

3.3 The /e/ sound: weather

Listen and repeat.

weather leather dead healthy head feather
We get leather from cows. I use an umbrella in wet weather.

Choose some words and make your own sentences.
Record them if you can.

4 *Talking about the weather* Meet Winnie

Write your answers to Winnie's questions.

WINNIE: Hello! My name's Winnie. What's your name?

YOU: ....

WINNIE: I've got a letter from my grandmother. She lives in Jamaica. It's always hot there. Is it always hot in your country?

YOU: ....

WINNIE: Well, my grandmother says it's about 25 degrees in Jamaica. What's the temperature where you are now?

YOU: ....

WINNIE: The climate in Jamaica is tropical. It rains very heavily. Do you have heavy rain in your country?

YOU: ....

WINNIE: Oh. Sometimes, in Jamaica, they have terrible storms and hurricanes. What about you?

YOU: ....

WINNIE: Next year, I want to go and see my grandmother on holiday. Where do you go for your holidays?

YOU: ....

WINNIE: That's nice. I have to go now. I want to write a letter to my grandmother. Bye.

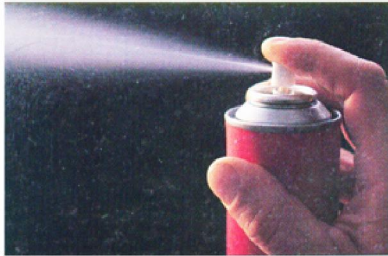
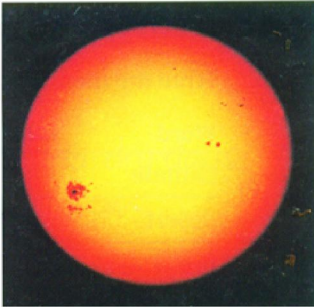
YOU: ....

You can talk to Winnie on the cassette.

Language focus
‘going to’, ‘have to’

1 *Listening* Our changing climate

1.1 *Your ideas* What is happening to the climate?

Our climate is changing all the time. How and why? Is it important?

1.2 *Listening* Big problems in capitalist countries

Representatives from over 100 countries are meeting to talk about the environment. Read the text and then listen to what the news reporter says.

Hello from the International Climate Conference. There are representatives from over 100 countries here. Yesterday, we heard about plans to help the environment.
One big problem is the car. The Spanish group, for example, says it is going to …
The Italians want to protect their historic cities. They say that many cities are going to …
The Germans want to make people use the public transport system more. They plan to …
The group from the United Kingdom is going to …

LIST A	Plan
Spain	
Italy	

LIST B	Plan
Germany	
United Kingdom	

Work with a partner. One of you can choose List A and the other List B. Listen again. Write about each country's plan in your table. Then tell your partner what the countries are going to do.

2 *Grammar*

'going to'

2.1 *Your ideas* What do you say?

Do you have different ways to talk about the future in Korean?

2.2 *'going to'* Talking about the future in English

One way to talk about the future is to use 'going to'. We use 'going to' when we talk about plans.

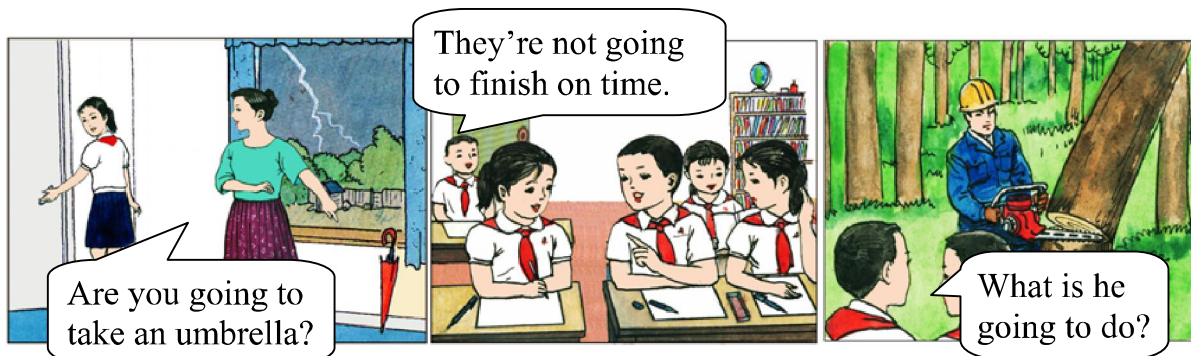
How do you say this sentence in Korean?

I'm going to play football after school.

2.3 *Form* How to form 'going to' sentences

Complete the table. How can you describe 'going to' sentences?

I'm (I am) You're (.....................) He's (.....................) She's (.....................) It's (.....................) We … (.....................) You … (.....................) They … (.....................)	going to	swim today. see a film tonight. have dinner at 8 o'clock.

This is how you form negatives and questions.

2.4 *Practice* Guess!

Work in a small group. Write your name on a piece of paper. Mix up the papers and take one with a different name. Write what he or she is going to do:

after your English lesson   tonight   tomorrow morning   next week

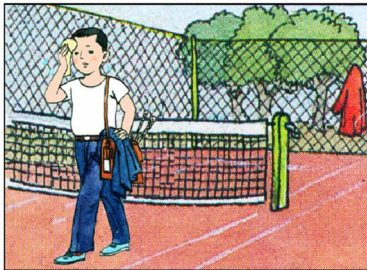
Read your sentences to that person. They can tell you if you are right!

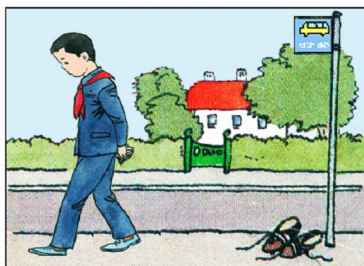
2.5 *Some more practice* What's going to happen?

We also use 'going to' when we think something is certain to happen.

Hak Su woke up late for school this morning. What's going to happen?

He didn't have any breakfast.
He's going to be hungry.

He didn't do his homework.
His teacher is ...

He forgot his coat.

He missed his bus.

He left football boots at the bus stop.
He isn't going to ...

He lost his ticket for the bus home.

'have to'

2.6 *Your ideas* They have to …

How do you say these sentences in Korean? What does 'have to' mean?

In the Middle East, they have to wear light clothes. They have to wear something on their heads.

2.7 *Form* How to form 'have to' sentences

Can you complete the tables?

I You (*sing.*) She/He/It We You (*pl.*) They	…………. …………. …………. have to (has to) …………. ………….	eat good food to be healthy. do some exercise every day. go to school on most days.

I You (*sing.*) She/He/It We You (*pl.*) They	…………… …………….. …………….. don't have to (doesn't have to) …………….. …………….	go to school during the holiday. do any homework tonight.

The past of 'have to' is 'had to'.

Thousands of people **had to** leave their homes because of the danger of flood.
In the Sahel, people **had to** walk many kilometers to find water.

2.8 *Practice* What do you have to do?

How many things do you have to do at home and at school? Work with your neighbour and write a list.

Compare your list with other students.

2.9 *Some more practice* Play a game!

Work in a small group. One person chooses a job from the list.
The others ask questions to find out the job.

Do they have to wear a uniform?
Do they have to sit down a lot?

The person replies 'Yes, they do' or 'No, they don't'.

You can also think of some more jobs.

	wear a uniform	work outside	work with people	work at night	sit down a lot
soldiers	yes	yes	yes	yes	no
nurses	yes	no	yes	yes	no
drivers	no	yes	yes	yes	yes
shop assistants	yes	no	yes	no	no
dentists	yes	no	yes	no	no
teachers	no	no	yes	no	no

3 *Language functions* Ordering food

3.1 *Your ideas* What do you say?

If you want to ask for something in a restaurant, what do you say?
Look at the menu. What would you like to eat?

<u>Menu</u>
vegetable soup
rice, cold noodle, rice cake
hamburger and chips
vegetable pie
chicken, rice and vegetables
apple pie, doughnut
pear, water melon, grape
plum, cola, orange juice, milk

3.2 *Listening*
In the school canteen

Helen and Will are waiting to get their lunch at school.
What do they want to eat? What do they have finally?

HELEN: Well, I'm going to have a hamburger, I think, with lots of chips. And a glass of cola. And some apple pie. Delicious!
WILL: Ugh! I'm going to have some melon and then vegetable pie.
HELEN: Are you going to go to Alison's house after school?
WILL: No, I can't. I have to go to the dentist.
HELEN: We're going to make some things for Peter's party.

ASSISTANT: What would you like?
HELEN: Can I have hamburger and chips, please?
ASSISTANT: I'm sorry. There aren't any hamburgers.
HELEN: Oh, no! OK, vegetable pie, please.
WILL: I'd like melon and vegetable pie, please.
ASSISTANT: Sorry. The pie is finished. She had the last piece.
WILL: Oh, no! What can I have?
ASSISTANT: Spaghetti.
WILL: Oh dear. Melon and spaghetti, please.
ASSISTANT: Would you like a dessert or a drink?
HELEN: Cola and apple pie, please.
WILL: Can I have orange juice, please?
ASSISTANT: Sorry, there's only cola or water.
WILL: What! Ok, then, water please.
ASSISTANT: Here you are.
HELEN: That's a healthy meal, Will!

3.3 *Speaking* Now you try it

Work in a small group. Imagine that you are in a restaurant and one of you is a waiter.

Look at the menu in Exercise 3.1 (or write a new menu).
Talk about what you are going to eat and what you are going to do later.
Ask the waiter for your food.

What are you going to have?
What are you going to do?
I have to …

I'd like ...
Can I have ...?
What would you like?
I'm sorry. There aren't any …

When you are ready, act out your conversation for the class.

4 *Review* Your Language Record

In a restaurant Write the meanings.

What are you going to have? ....
I'm going to have ... .
What would you like? ....
I'd like ... .
Can I have ...? ....

Going to Complete the sentences.

On Sunday afternoon I am going to see a film at the cinema.
On Monday, I .... On ...., I ....
On ...., my friend ....

My train arrives at 2 o'clock. .... to meet me?
He's running towards the goal. .... to score a goal?
She's good at all the science subjects. .... to be a doctor?

Have to Complete the tables.

I You (*sing.*) She/He/It We You (*pl.*) They	.... have to	do some homework. get up early.

I You (*sing.*) She/He/It We You (*pl.*) They	.... don't have to	go there today. finish this today.

Supplementary Exercises

1 *'going to'* What's going to happen?

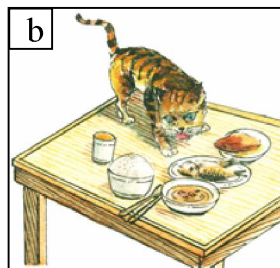
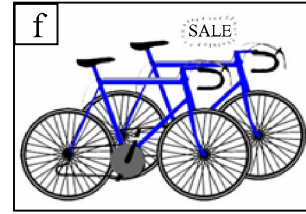
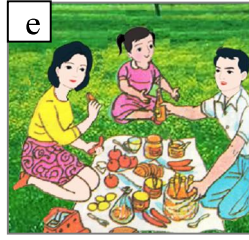
1.1 They're going to ...

Write a sentence for each picture.

They're going to crash.

....

....

....

1.2 Which one is a plan?

Look at Supplementary Exercises 1.1. Which pictures show something that is *a plan*?

Which pictures show something that is *certain to happen*?

Plans: b, ... Certain to happen: ....

Write some more examples of your own.

2 *'have to'* You have to …

Nam Su cooked a meal in the kitchen, but look at the mess! What do you think his father is saying? Write five or six sentences about what the boy *has to* do.

3 *In a restaurant* Talk to Sarah

You're in a restaurant with Sarah. Look at the menu and write your answers to Sarah's questions.

SARAH: Hello. Sorry I'm late! Are you hungry?
YOU: ....

SARAH: I am. Do you know what you are going to have first?

YOU: ....

SARAH: Well, I think I'm going to have melon first. What are you going to have after that?

YOU: ....

SARAH: Mmm. That sounds good. Oh, here's the waitress. Can you tell her what you are going to have?

WAITRESS: What would you like?

YOU: ....

SARAH: And can I have melon and then spaghetti, please?

WAITRESS: Sorry, there's no spaghetti.

SARAH: Oh dear. A cheese omelette then, please. What are you going to have afterwards?

YOU: ....

SARAH: That sounds good. I'm going to have that, too. Are you going to have cola or orange juice?

YOU: ....

SARAH: Can I have water, please? Thank you. Now, how are you?

Menu
Kimchi, noodle
melon, soup, salad
rice, pancake
hamburger & chips
fish & rice, omelette
fruit, cake, apple pie
drinks: orange juice
mineral water, milk
cola, milk shake

You can talk to Sarah on the cassette.

4 *Say it clearly!* /h/

4.1 /h/

Many words in English begin with 'h'. Listen and repeat these words.

eat heat   at hat   it hit   and hand   eye high   old hold   art heart   ear hear

4.2 What do you hear?

Now listen again. Underline the word you hear and repeat it.

eat/heat   at/hat   it/hit   and/hand
eye/high   old/hold   art/heart   ear/hear

Culture matters
An outdoor life

1 *Listening* Leisure activities

1.1 *Your ideas* Leisure activities in our country

People do many different outdoor activities.

What activities do people do outdoors in our country?
When and where do they do them?

Look at the pictures.

Do you do any of these activities? Which activities would you like to do?

sledding

camping

Korean wrestling

seesawing

playing chess

boating

fishing

1.2 *Intensive listening* The Blake family

The Blake family has a very active life.

Listen and complete the chart.

	Activity	When do they do it?	Activity	When do they do it?
Mrs Blake				
Mr Blake				
Tim				
Tara				

2 *Reading* Camping

Nam Chol went camping to Mt. Myohyang on July 19. Read his letter to his parents. How many activities did he do? On what day did he write the letter?

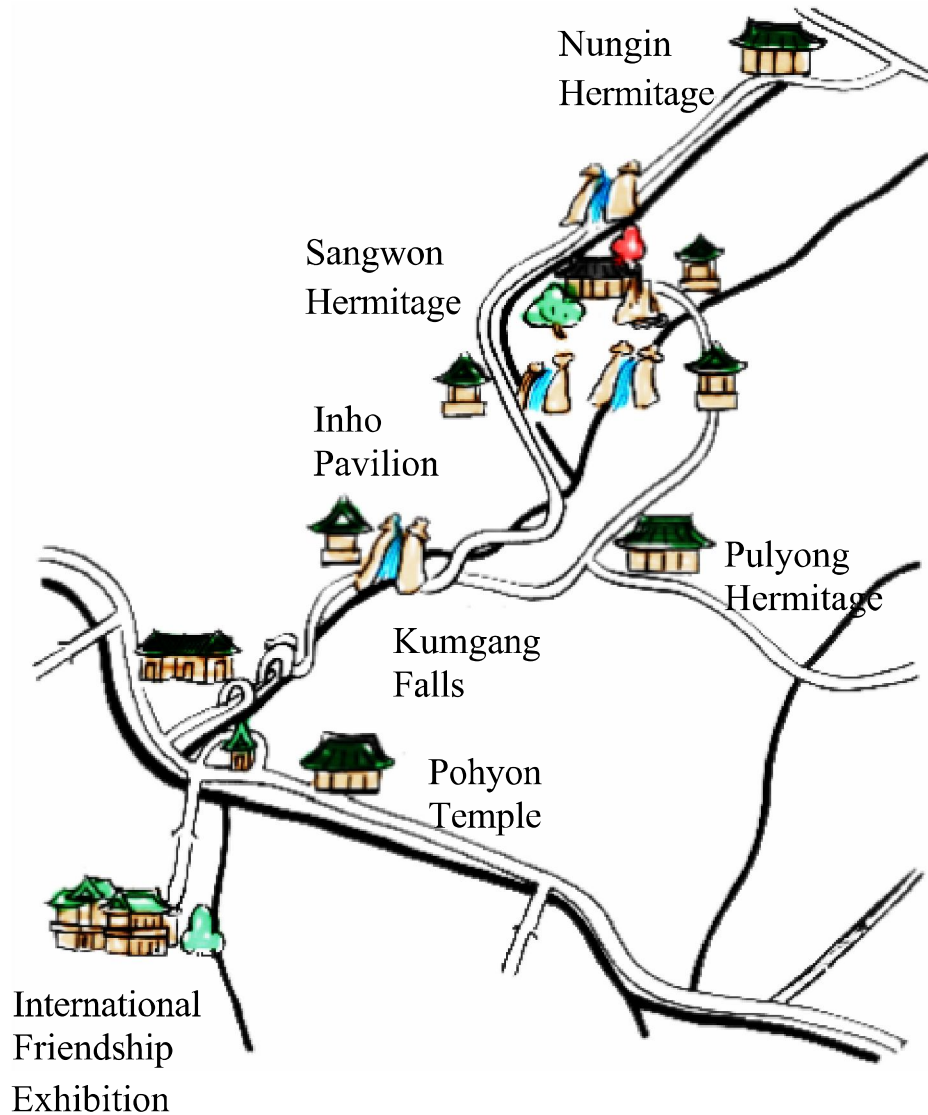
July 23rd

Dear Mum and Dad

This place is brilliant! There are so many exciting things to do here. On our first day we visited the International Friendship Exhibition. We also had a picture taken in front of it. The next day we went to Sangwon Valley for a long walk in the forest. We also learned how to cook our own food. It was really difficult! On Tuesday, some of us went bird-watching, but I decided to go to the Pohyon Temple with some friends. Tomorrow, we are going to climb Manphok Valley. It's really exciting!

See you on Saturday.

Love

Nam Chol

3 ***Across cultures*** **Our country**

Do we have children's camps in our country?
Find out from your family and friends what outdoor activities you can do in your area.

Supplementary Exercises

Help yourself with grammar

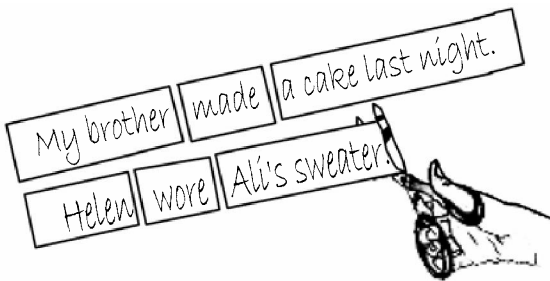
In Grade 2, you saw two ways to help you learn grammar. You can see them again in this Unit, and see one more way.

From Grade 2

1 Cut and mix

a Copy some sentences onto a piece of paper.

c Mix them up.

b Cut each paper into three parts: subject, verb and object.

d Make some new sentences. (You can make some strange sentences.)

I had a lot of milk yesterday.
My brother wore a cake last night.

Look in your *Language Records* after the *Language focus* Units.
Find four more sentences. Cut them up and make some new sentences.

2 Write your own sentences

Take a sentence from your textbook:

They didn't have farm machines.

Describe it: Subject + didn't + verb + object

Write five more sentences.

a The village people didn't have telephones.

b The village people ....

c My friends didn't ....

d ....

e ....

Now you try it with this sentence.

I'm going to meet my friend at 6 o'clock.

Describe it:

[ ] + [ ] + [ ] + [ ]

Write five more sentences.

....

....

Find another sentence. Describe it, and then write five more sentences.

....

....

Another way to help you learn vocabulary

3 Change some sentences

Look at how you can change a sentence. *They live in a city.*

You can make it negative. *They don't live in a city.*

You can make it into a question. *Do they live in a city?*

You can put it in the past. *They lived in a city.*

You can put it in the future. *They are going to live in a city.*

Now you try it with this sentence. Make four changes.

(Check you know what it means!)

He works in a factory.

....

....

Find two more sentences from your textbook and make four changes to each one.

Sentence:

....

....

Sentence:

....

....

Use these three ways to practise the grammar in Units 16–20.

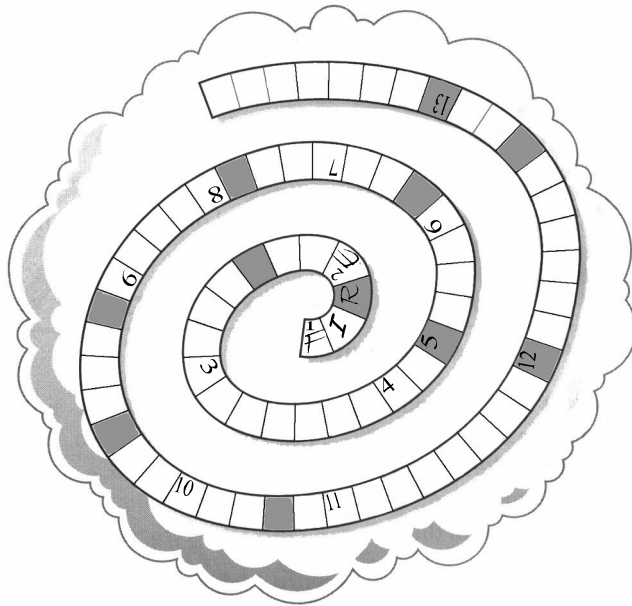
Unit 16 Revision and test

(Units 13–15)

Revision

1 *Vocabulary* A puzzle

Read the clues. Write the word on the puzzle. The last letter of one word is the first letter of the next one.

1. A forest ...... can destroy hundreds of trees in a few hours.
2. This is the largest land animal.
3. The day after today
4. England has a very ...... climate.
5. There are a lot of ...... in a rainforest.
6. It did not rain here for six years.
7. Many parts of the Netherlands are below sea ....
8. In North Europe they wear ...... clothes in summer.
9. Mediterranean countries have a warm ...... climate.
10. I haven't got ...... money to buy those shoes.
11. A ...... is a strong wind which comes from the sea.
12. Cars are destroying the ....
13. Bananas grow in a ...... climate.

Now write the letters on the squares here.

▬ ▬ ▬ ▬ ▬ ▬ ▬ ▬ ▬ ▬ ▬

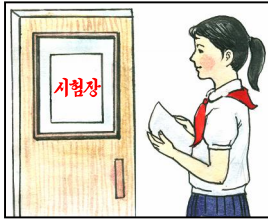
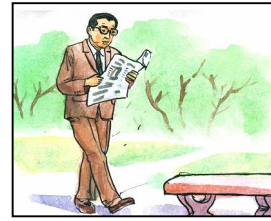
What word can you make with them? (Clue: in England it changes every day!)

T_ _ _ _ _ _ _ _ _ _E

Write another puzzle like this for your friends to do.

2 *'going to'* What are they going to do?

Look at the pictures. Write a sentence about each picture.

....
....

3 *Reading and writing: 'have to'* The Tuareg people

3.1 A true story: a problem for the Tuareg people

Read about the Tuareg people in the Sahara Desert.

The Sahara Desert is one of the driest and hottest parts of the world. There, temperatures can rise to 55°C at midday. It is a very difficult place to live in, but it is home for the Tuareg people. They share the desert with wild animals such as elephants, snakes and lizards. The Tuaregs look after their goats.

For many years, the Tuaregs moved from place to place. In the past, the rain came every July and the Tuaregs, their goats, the elephants and other wild animals moved to the rivers and water holes. Every year, at the same time, the Tuaregs went to the markets to buy and sell camels and buy food for their journeys. This was the way the Tuareg people lived.

But now the climate is changing and the Tuaregs have to change their way of life. The rain doesn't come every July. There isn't enough water in the desert for the goats and the wild animals. The Tuaregs cannot travel in the desert with their camels and goats. They have to stay in a village all the time. The children look after the goats in the villages and they go to school. The Tuaregs grow fruit and vegetables next to little rivers.

The changing climate changed the Tuaregs' way of life. Now it is changing the elephants' way of life! The desert is too dry for the elephants. They cannot find all the water they need (600 litres a day!) so they break the walls around the Tuaregs' gardens and eat the bananas and pineapples that the Tuaregs grow. What can the Tuaregs do?

3.2 What can the Tuaregs do?

What can the Tuaregs do about the elephants? Write down some ideas.

I think they can ....

....

....

....

....

....

....

....

....

....

3.3 What do the Tuaregs have to do now?

The climate changed the life of the Tuaregs.
What do they have to do now?
What don't they have to do?

Write some sentences about these things:

– look after their gardens
– move from place to place
– look for the water holes
– build stronger garden walls
– travel to the markets

Test

1 *An example test* Test yourself!

Work with your neighbour and do this short test.

When you have finished, check your answers with your teacher.

A *Vocabulary* A puzzle

Read the sentences and fill in the gaps. Find the words in the puzzle.

1 The Sahara is a **d**............ .
2 Don't touch! It's hot! It can **b**....... you!
3 The temperature in polar areas is never **a**......... 10°C.

H	E	A	V	I	L	Y	H	K	U	H	L
H	D	E	S	E	R	T	A	F	A	T	E
F	L	A	T	O	I	Q	P	Q	A	R	V
X	K	B	U	R	N	D	H	O	B	J	E
K	I	N	D	J	W	U	A	J	O	M	L
K	D	H	A	V	E	N	M	F	V	P	V
D	E	S	T	R	O	Y	J	Q	E	Q	B
H	F	J	E	U	W	T	W	A	R	M	N

4 A hurricane can **d**........... houses.
5 A lot of the Netherlands is below the **l**......... of the sea.
6 In countries with a monsoon climate, it rains very **h**.......... .
7 What **k**......... of music do you like?
8 It's very **w**.......... in here. Can we open a window?
9 The Netherlands is a very **f**.......... country.
10 I don't **h**.......... to go to school tomorrow.

B *Comprehension* Talk about different climates

Look at the map of the world on pages 186–187. Are these sentences true or false?

a Brazil has a monsoon climate.
b They receive very little rain in tundra areas.
c People in England paint their houses white because of the heat.
d France has a tropical climate.
e In desert areas, it is warm at night.
f In tropical areas, it changes very quickly from a wet to a dry season.
g The climate of our country is warm temperate.
h Switzerland has a mountain climate.

C *'going to'* Talk about what's going to happen

Complete the sentences. Use 'going to'. For example:

I've got a new bicycle. *I'm going to ride to school.*

a I've got a cinema ticket. ...
b They've got a new football. ...
c We've got some time. ...
d It's her birthday tomorrow. She's ...
e His father has got a new job. He's ...

D *'have to'* Talk about what people have to do

Look at In Ho's plan for the next week. Write about what he has to do every day.

On Sunday at 3 p.m. In Ho has to go swimming with his uncle. ...

Sunday	Thursday
3 p.m. swimming with uncle	6 p.m. take a bath
Monday	**Friday**
4 p.m. dentist	Tidy my bedroom
Tuesday	**Saturday**
7 p.m. computer programme	Buy present for grandmother
Wednesday	
1.30 p.m. basketball practice	

2 *Do it yourself!* Write your own test

Work in small groups.
Look at Units 13—15 again and write part of a test for your class.
Look at the example test for ideas.

A New vocabulary.
Make a word puzzle and write some sentences with gaps for clues.

B Talk about different climates.
Write some true/false sentences about different climates.

C Talk about what's going to happen.
Write or draw some situations.

D Talk about things you have to do.
Write a page of someone's plan, or draw a picture of things they have to do.

Check your work and write the answers to your part of the test.

Give the test to your teacher to check and to put together for your class.

A picture dictionary (4)

Label the picture.

Theme E Products

Topic

Primary products

1 *Your ideas* In the shops

1.1 *Discussion* The things you buy

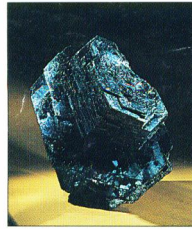
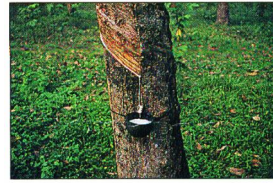
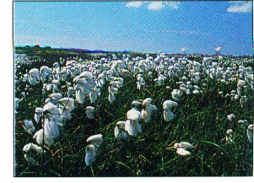
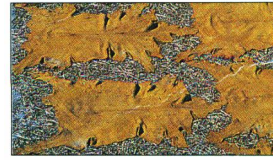
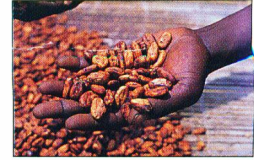
Look at the pictures. Do you buy these things?
Which of them do you like most?

1.2 *Discussion* What are they made from?

Work with a partner. What are the things in the pictures made from?
Where do you think the raw materials come from?

2 *Reading* Primary products

2.1 *Your ideas* What are primary products?

Primary products are raw materials and agricultural products. We use them to make many other things. Some countries import raw materials and other countries export them.
What things do we make with the primary products in the pictures?

2.2 *Reading* Who makes them?

Many factories manufacture things with primary products. Read the texts and match them to the products.

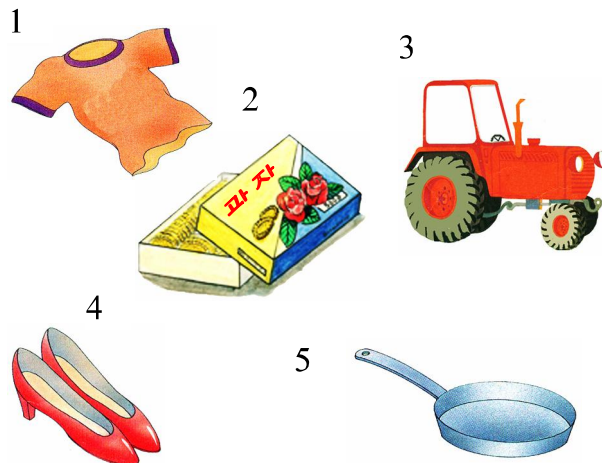
> **Say it clearly!**
> /ə/ copp**er**, leath**er**, rubb**er**, sug**ar**

A The workers of the Pyongyang Children's Clothes Factory made this shirt. It is made from cotton.

B The Pyongyang Footwear Factory made these shoes. They are made from leather.

C The workers of the children's foodstuff factory made this cake. It is made from wheat.

D The **Kum Song** Tractor Plant made this tractor. It is made from iron.

E The workers of a household goods factory made this frying pan. It is made from aluminium.

2.3 *Play a game* Things around us

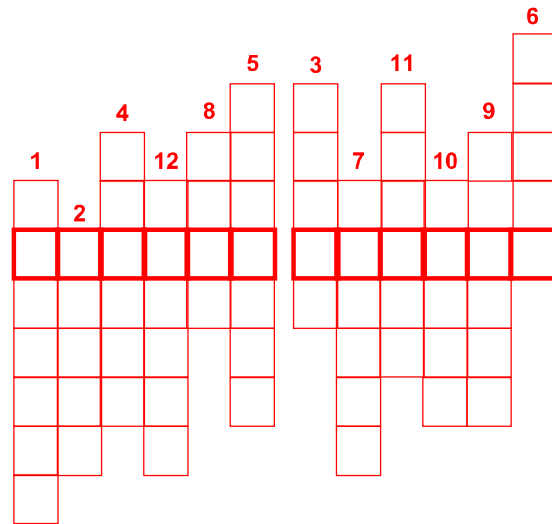
Write twelve manufactured products on the bingo card.

Your teacher is going to say some primary products. If you have something *made from the primary product,* cross it off.

When you have crossed nine things off, shout 'Bingo!'

2.4 *Vocabulary* Odd one out

In each line one word is different. Choose the different word and write it in the puzzle.

1 bus car train airport
2 gas oil money coal
3 magazines games books newspapers
4 DPRK India copper Russia
5 shorts trousers shirts clothes
6 cake bread wheat biscuits
7 make expand produce manufacture
8 sugar bananas cars apples
9 sea river forest lake
10 iron cocoa copper aluminium
11 sugar leather people wheat
12 radio cotton television computer

Write another 'odd one out' puzzle like this.

2.5 *Guided writing* A birthday

It's someone's birthday!
You bought cakes, pencils and balloons for him.
What are the cakes, pencils and the balloons made from?
Where do the primary products come from?
Write about each thing.

The cakes are made from wheat. The wheat comes from everywhere in the country.

2.6 *Free writing* Buy it for me!

Imagine that you want to buy a product.
Draw a picture, give it a name, and write a short letter to your mother.

They're wonderful! They're the best! They're in the shops now! The shoes made in Pyongyang are the best that you can buy for me. They're made of good rubber and cloth. I want you to buy them for me.

3 *Reading* Manufactured products

3.1 *Your ideas* Factories from across the country

Match the trade names in Box 1 to the correct products in Box 2. What factories do the products come from?

Box 1	
Ryuwon	Pomhyanggi
Hana	Soriggot
Paeksong	Raengchon

Box 2	
cider	CD player
toothbrush	shoes
soysauce	cosmetics

3.2 *Reading* Some factories and their products

Read the sentences. Choose the correct sentence for each factory's name.

a This factory produces connecting lines and cords for various kinds of electronic devices.

b This factory produces cosmetics such as Pomhyanggi (spring fragrance) cream, liquid cream, beauty lotion, cream powder, toilet soap, toothpaste and so on.

c This factory produces some 20 kinds of foodstuffs such as sweets, cakes, liquor, processed meat, instant noodles and processed soya bean.

d This factory produces various kinds of informal clothes such as jumpers, jackets, skirts and so on.

e This factory produces synthetic leather, vinyl wallpaper, pressed cotton and sponge.

f This factory produces high-quality paints such as exterior and interior paintings, enamel and calcium carbonate.

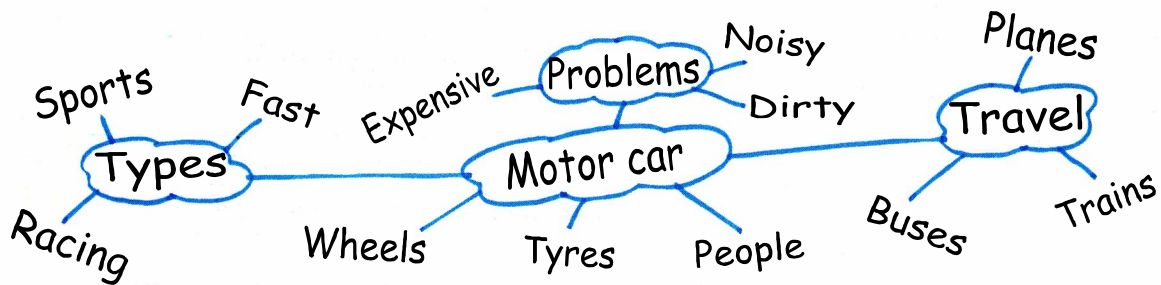
g This factory produces many kinds of china bowls and famous industrial art objects such as Koryo ceramics and Ri Dynasty's white porcelains.

Sinuiju Cosmetic Factory ☐
Pyongyang Changgwang Clothes Factory ☐
Pyongyang 326 Electric Wire Factory ☐
Phyongsong Synthetic Leather Factory ☐
Pyongyang Paints Factory ☐
Songyo Ceramic Factory ☐
Mangyongdae Foodprocessing Factory ☐

Which factories use these primary products? Make a list.

rubber, iron, potato, sugar, wheat, rice, bean, cotton, copper, aluminium, leather, calcium

3.3 *Vocabulary* A word map

Choose one of the things in Exercise 2.2 or 3.2. What words do you know that connect to it? Make a word map.

3.4 *Free writing* What's your favourite?

Look at the pictures of the things in this Unit again. Choose three or four and write about your favourites.

4 *Review* Your Language Record

Write the meanings and the missing examples.

Word	Meaning	Example
made		Books are **made** from paper.
copper		Electric wires are made from **copper**.
iron		**Iron** is a very important metal.
aluminium		**Aluminium** comes from bauxite.
cocoa		Chocolate is made from **cocoa** beans.
cotton		Shirts are often made from **cotton**.
rubber		Car tyres are made from **rubber**.
leather		My shoes are made from **leather**.
wheat		
flour		
wire		There are many **wire**s in a telephone.
bean		
primary product		Cotton, iron, and leather are **primary product**s.
raw material		Iron, diamonds, and copper are **raw material**s.
tyre		A car usually has four **tyre**s.
cosmetic		
cord		
import		
export		
instant		I don't like **instant** noodle.
synthetic		
manufacture		They **manufacture** cars in the factory.
process		
foodstuff		

Supplementary Exercises

1 *Vocabulary* What's the word?

1.1 The odd one out

Look at these words. Which word in each group is different from the other words?

Give a reason. For example:

1 sugar bananas (radio) tea coffee

Radio is different. All the other things are primary products.

2 newspaper magazine book (tree) comic

Tree. All the other things are made from ....

3 computers cars wheat televisions compact discs

....

4 trousers shirt bag socks dress

....

5 potatoes rice cheese wheat tomatoes

....

6 guitar radio cassette player CD player TV set

....

7 sandwich lemonade milk water cola

....

8 car bus bicycle lorry train

....

9 iron gold copper tin sugar

....

10 football tennis swimming handball basketball

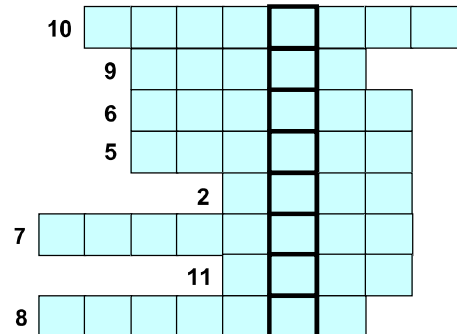
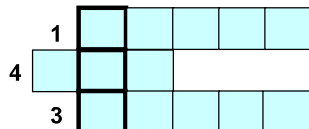
....

11 office factory park shop school

....

1.2 A puzzle

1 4 3

Write your answers from the Supplementary Exercises 1.1 in the correct space in the puzzle. What do they spell?

2 *Writing* What are they made from?

How many primary products can you find in the Supplementary Exercises 1? Choose four, and make a list of the things we can make from each one.

3 *Say it clearly!* /ə/ copper; /ʃ/ station

3.1 /ə/

This is a very common sound in English. We use it when the sound is unstressed.

Listen to the words with /ə/. Underline the strongest syllable.

paper leather copper rubber number computer sugar

Listen again and repeat the words.

3.2 Say the sentences

Listen and repeat the sentences.

My lucky number is three.
I like sugar in my tea.
My shoes are made of leather.
I like writing on the computer.

3.3 /ʃ/

The '-tio-' spelling often sounds like 'sh'. Listen and repeat.

education dictionary communication station connection

3.4 Say the sentences

Listen and repeat the sentences.

Where is the station? This is the communication satellite. Can I have a dictionary?

4 *Speaking* **Talk to Sarah**

Talk to Sarah about shops and shopping.

SARAH: Hello. How are you?

YOU: ....

SARAH: I'm fine. I went shopping this morning with my friends. I bought lots of things. Do you go shopping with your friends?

YOU: ....

SARAH: Well, first I went to the music shop and I bought a CD. Do you like music?

YOU: ....

SARAH: Then we went to a computer shop. My friend wanted to look at the games. Have you got any computer games?

YOU: ....

SARAH: After that, we went to market. They sell shirts there. Have you got a market in your town?

YOU: ....

SARAH: I bought a shirt there, and then I bought some sweets and some magazines. What type of magazines do you like?

YOU: ....

....

SARAH: Well, after that, I didn't have enough money for the bus. I had to walk home! Next month I'm going to save my money. Do you save any money?

YOU: ....

....

SARAH: Well, I have to go now. Talk to you soon. Bye.

YOU: ....

....

You can talk to Sarah on the cassette.

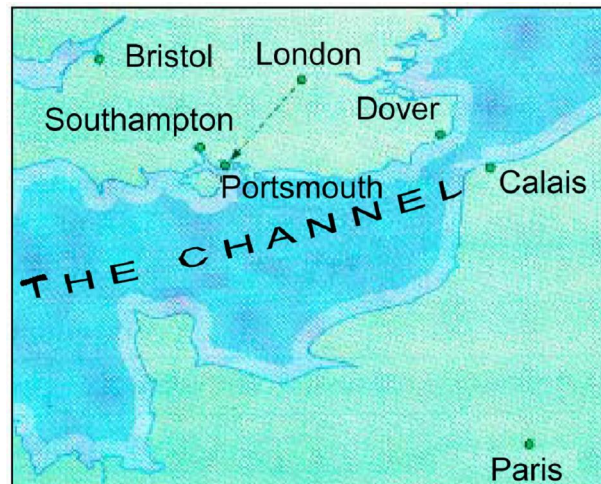
Language focus
‘could’, ‘would’, ‘enough’

1 *Listening* On the road

Ken is a lorry driver in England. He takes containers to and from airports, ferries, railway stations and factories. Ken’s boss is planning trips for next week.

Listen to their conversation.
First, draw a line on the map to show where Ken has to go.

Listen again and complete Ken’s worksheet.

	Morning	Afternoon
Mon	Portsmouth	
Tues		
Wed		
Thurs		
Fri		

2 *Grammar*
‘could’

Say it clearly!
/kəd ju:/ could you

2.1 *Your ideas* Making a request

Ken’s boss asked him to go to different places like this:

> Could you collect some pencils in Bristol?
> Could you pick up some washing machines?
> Could you drive back to London?

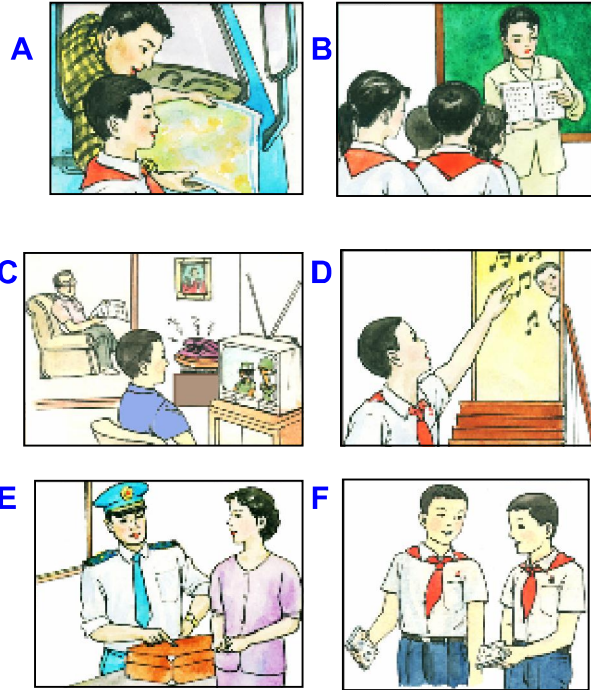
How do you say the same things in Korean?

2.2 *Practice* Who says what?

Match the sentences to the pictures.

A
B

1 Could you open your suitcase, please?
2 Could you answer the phone?
3 Could you finish this exercise for Friday, please?
4 Could you lend me your new cassette tonight?
5 Could you turn the music down, please?
6 Could you tell me where the supermarket is, please?

C
D
E
F

Check your answers with your partner. What can the people answer?

2.3 *Play a game* What do you want?

Work in a small group (or with the whole class). Mime a request.
You can use these verbs:

lend show give open help bring carry write put

The other students have to guess what you are asking.
The student who guesses correctly has the next turn.

'would'

2.4 *Your ideas* Making an offer

Ken's boss asked him:

Would you like to have a rest on Sunday?

Say it clearly!
/wəd ju:/ would you

How do you say these sentences in Korean?

Would you like cold noodles ?
No, thanks. I'm not hungry.

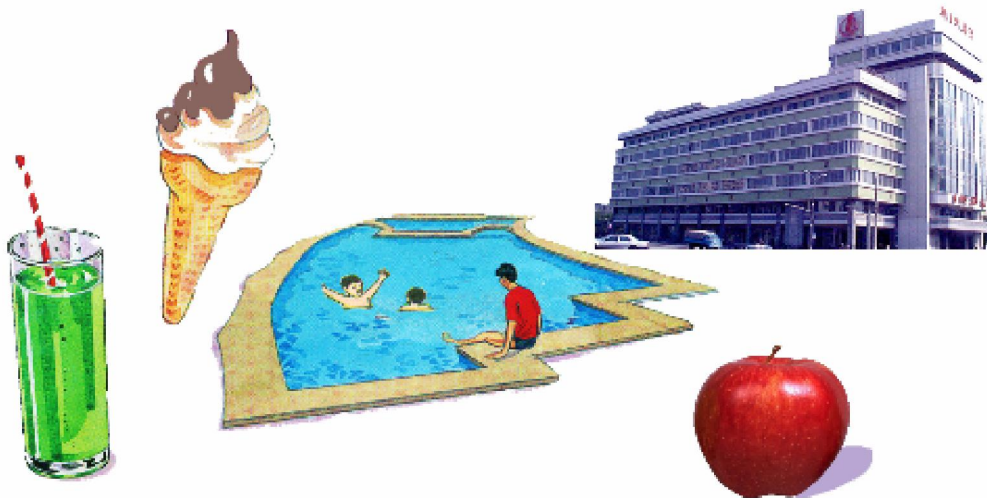
Would you like to go to the cinema?
Yes, please. I love watching films!

2.5 *Speaking* Make an offer

Work with a partner.

Look at the pictures and offer each other something.

Answer with a complete sentence.

Would you like ...?

'enough'

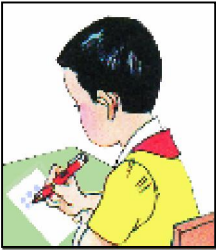
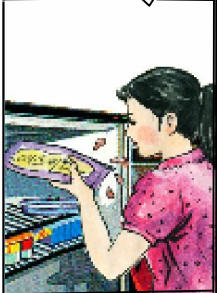
Say it clearly!
/ɪˈnʌf/ enough

2.6 *Your ideas* 'Enough' in Korean

How do you say these sentences in Korean?

What do you notice about the position of 'enough' in the sentences?

I haven't got enough time.
I think that's enough work.
My lorry isn't fast enough.
She's old enough to walk to school alone.

2.7 *Form* Where do you use 'enough'?

Look at the sentences in Exercise 2.6 again and find the nouns and adjectives.

Do you use 'enough' ***before*** or ***after*** adjectives and nouns?

Share your ideas with the class.

2.8 *Practice* What are they saying?

Write a sentence for each picture. Use 'enough'.

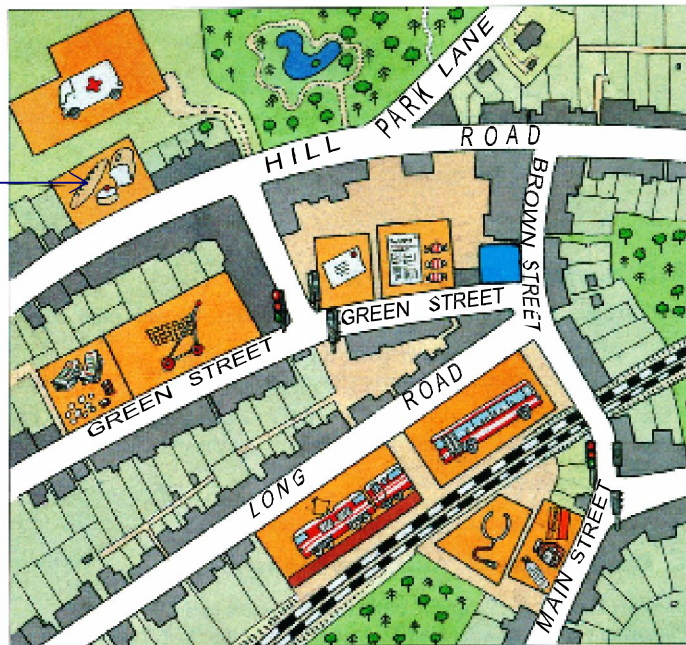
3 *Language functions* Asking the way (1)

3.1 *Your ideas* Around town

Look at the map. Can you write the correct name on each place?

a baker's
bread, cakes, biscuits

Make a list of what you can do or buy at each place.

train station baker's
hospital post office
newsagent's
supermarket bank
bus station doctor's
chemist's

Compare your map and lists with other students in the class.

3.2 *Practice* Can you tell me where it is?

Helen and Will are on holiday. They want to do some shopping. This is their shopping list. Where do you think they want to go?

bread stamps
milk toothpaste
sugar
newspaper

 Listen. Are you right?

HELEN: OK. Now, where do we have to go?
WILL: Well, we can get the milk and sugar in a supermarket. And the bread.

HELEN: Let's get the bread in a baker's. It's better.

WILL: OK. We need a newsagent's, and the post office for the stamps.

HELEN: What about the toothpaste?
WILL: In a chemist's, or in the supermarket. Let's go to a supermarket first. Let's ask someone.

Excuse me, where can we find a supermarket?

WOMAN: A supermarket? Well, I think the nearest supermarket is in Green Street, next to the bank.

WILL: Thanks.

HELEN: This is Green Street. I can't see a supermarket.

WILL: Let's ask this man.

HELEN: Excuse me, do you know where the supermarket is?

MAN: Sorry, I don't know this town.

HELEN: Oh, thanks. Let's ask this woman.
WILL: Excuse me. We're lost. Could you tell us where there is a supermarket?

WOMAN: Yes, there's one in front of you!

HELEN: Oh yes! Thank you.

WILL: Helen, look at that poster! There's a concert tomorrow!

HELEN: Let's get some tickets! I wonder where the concert hall is.

WILL: Well, we can ask someone.

HELEN: Oh no! Not again.

3.3 *Speaking* Now you try it

Work in pairs. Look at the map in Exercise 3.1 again. Ask each other where each place is.

A: Excuse me. Do you know where the post office is?
B: Yes, it's in Green Street, next to the newsagent's.

Excuse me. Could you tell me where ... is?
Excuse me. Where can I find ...?

next to   in front of   behind   on the left of   on the right of

Act out a conversation for the class.

4 *Review* Your Language Record

Asking the way (1)

Write the meanings and add more phrases.

Excuse me, where is the post office? ....
Could you tell me where the post office is, please? ....
Where can I find the post office? ....
I'm lost. Do you know where the post office is? ....

'Enough' Write the meanings.

'enough' + noun

I don't have enough money. ....

adjective + 'enough'

I'm not strong enough to lift a car. ....

Requests and offers Write the meanings.

Could you open the window, please? ....
Would you like some orange juice? ....

Write sentences.

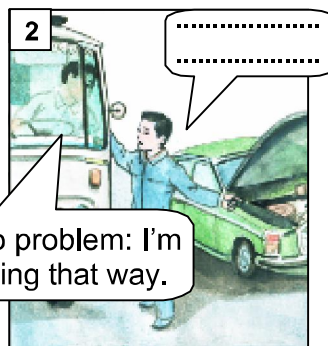
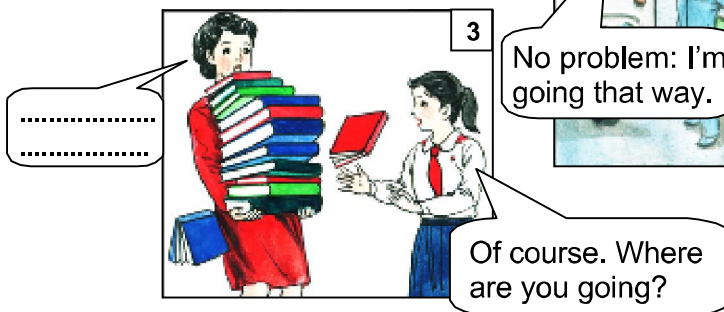
Offer someone something to eat. ....
Ask someone to buy some sweets for you. ....

Supplementary Exercises

1 *Requests with 'could'* Could you ...?

Look at these pictures. What do you think each person is saying? Write your answers.

You can check your answers on the cassette.

3
Of course. Where are you going?

2 *Offers with 'would'* Would you like ...?

2.1 What's the answer?

Choose the correct reply (a–f).

1 Would you like a cold drink?
2 Would you like to go to the cinema on Friday?
3 Would you like a hamburger?
4 Would you like to go to the school dance?
5 Would you like that cassette for your birthday?
6 Would you like to help with my homework?

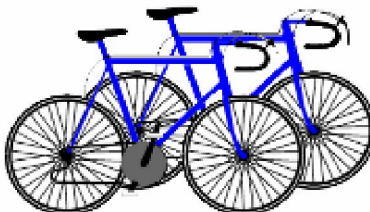
a No thanks, I don't like that kind of music.
b No thanks, I don't eat meat.
c Yes please, I feel very thirsty.
d Yes please, I think she's a great singer.
e No thanks, I don't like cinemas.
f Yes please, I can't understand it at all.

You can check your answers on the cassette.

2.2 What's the question?

Look at the pictures. Write what you can say.

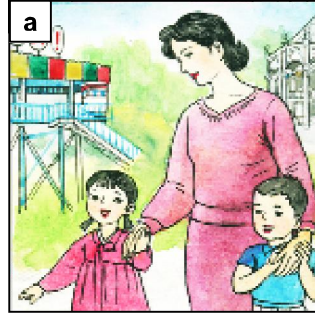
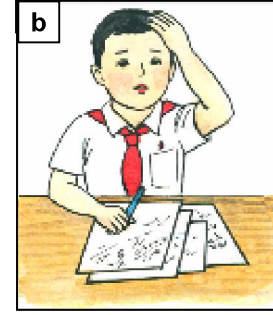
1. .... 2. .... 3. ....

Would you like to ...?

1. .... 2. .... 3. ....

3 *'enough'* Enough is enough

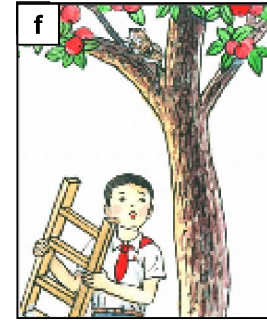
3.1 What are they saying?

Can you complete the sentences? Use 'enough'.

Remember: *enough* comes *before* a noun but *after* an adjective.

They aren't ....

I'm not ....

Have you got ... .?

I haven't got ... .

Is that ....?

The ladder isn't ....

3.2 A poem

Read the poem.

When is enough enough?

Enough is too much
When it's a horrible dinner
At grandma's and she says:
'Have some more, dear.
That's not enough food
For a big child like you.'
And I say: 'Thanks, Gran.
I've had enough, really.'

Enough is too little
When it's delicious ice-cream
Of mum's and she says:
'That's enough now, dear.
That's enough for one day.
Save some for later.'

And I say 'Oh, Mum.
That's not enough!
Can I have just a bit more?'
And she says: 'Enough is
enough.' Can you tell me, please?
When is enough enough?

4 *Say it clearly!* /ʌ/ cut

Notice the two different sounds.

4.1 /ʌ/ cut

Listen and say the words and sentences.

bus summer up cut enough jump under suddenly

He jumped up suddenly. There aren't enough buses in this town.

4.2 /ʊ/ put

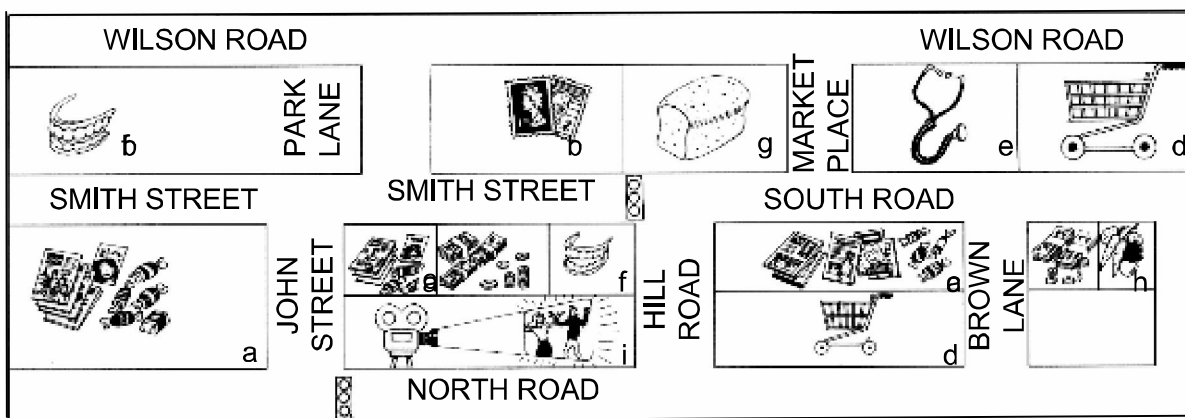
Listen and say the words and sentences.

put sugar pull could cook look book would

Would you like to look at my book? Could you put sugar in my drink, please?

5 *Asking the way (1)* Around town

5.1 What's the name?

Look at the map. Can you write the name of each place (a–i) on a separate piece of paper?

5.2 Where is it?

Now write your answers to these questions. Use:

between ... and ...	in front of	behind
on the left of	on the right of	next to

PERSON 1: Excuse me. Can you tell me if there is a bank near here?
YOU: Yes, of course. There's one in Smith Street, between the newsagent's and the dentist's.

PERSON 2: Hello. Do you know if there's a supermarket near here?
YOU: ....

PERSON 3: Excuse me. Can you tell me where the cinema is?
YOU: ....

PERSON 4: Hello. Do you know if there's a doctor's near here?
YOU: ....

PERSON 5: Excuse me. Can you tell me where the post office is?
YOU: ....

PERSON 6: Excuse me. Can you tell me if there's a dentist's near here?
YOU: ....

You can talk to each person on the cassette.

Unit 19 Culture matters
West Sea Barrage

West Sea Barrage

1 *Listening* Across borders

1.1 *Your ideas* One of the wonders of the world

Have you been on the train, the car or the bus to cross the West Sea Barrage? What do you know about the West Sea Barrage?

Read and find the answers.

The West Sea Barrage was built across the 8 kilometre-wide estuary of the River Taedong. It was completed in five years under the wise leadership of the respected leader Generalissimo **Kim Il Sung** and the great leader Marshal **Kim Jong Il**.

The problem of irrigational, industrial and drinking water was fully solved. It can also control floods. It opened up the bright prospect of foreign trade by making it possible for big ships to pass through. In the past we crossed the estuary only by ship. But now we can cross it by train, bus or car over the barrage.

1.2 *Listening* Through the tunnel!

A long time ago, Britain was joined to France. Then, about 8 000 years ago, the level of the sea rose and Britain became an island. The result was the Channel. You can cross the Channel by ferry, hydrofoil, catamaran and hovercraft.

Now there is another way: by tunnel. Britain is not an island any more.

Today, you can travel by train direct from London to Paris. You can also take your car with you on one of the super-fast trains, made especially for the tunnel.

Listen to the train announcement and answer these questions.

How long does the trip from London to Paris take?
How fast does the train go?
How long is the train in the tunnel?
How far under the sea is the tunnel?

2 *Reading* About the Channel Tunnel

2.1 *Scanning* The Channel Tunnel

Look at the information about the Channel Tunnel. Find answers to these questions.

a How many train tunnels are there?

b Is the tunnel in the sea or under the sea?

c How long did it take to build it?

d Where are the drills now?

HOW DID THEY DO IT?	MAKING THE TUNNEL
Three tunnels, not one We talk about 'the Channel Tunnel' but, in fact, there are three tunnels, not one. There are two tunnels for trains and one service tunnel. **SOME FACTS ABOUT THE TUNNEL** Size: 50km long (total), 130m under the sea Maximum speed of trains in the tunnel: 130km per hour for car trains, 160km per hour for passenger trains Journey time in the tunnel: 21 minutes Passengers in each train: 800	The Channel Tunnel opened in 1994 after six years of work. To build the tunnels, they used giant drills from both France and England. These special drills moved slowly underground and put up the walls of the tunnels and put down the train tracks at the same time. The French engineers took their drill out when the work was finished. The English engineers left their drill inside the tunnel. It was too expensive to take it out.

2.2 *Skimming* A good thing or a bad thing?

Listen or read what some people say about the tunnel.
Do they think it is a good (G) or a bad (B) thing?

a Why do we want a tunnel? The tunnel is going to change our traditional British way of life. We are not an island any more. □

b This tunnel is fantastic. It means that we can now get to France much quicker. It is going to be excellent for business. □

c Millions of rats will run down the tunnel and bring diseases that we don't have here. □

d The tunnel saves me lots of time and I can do my work on the train. Before, it took hours and hours by plane or boat. □

e I think it's great. I hate travelling by sea. I always feel sick. Now, with the tunnel, I can travel by train. □

3 *Across cultures* Our country

How can we get from our country to the next country?
Do you think it is a good idea to make it easier to travel from one country to another?

Supplementary Exercises

Help yourself with a dictionary

A bilingual dictionary can tell you a lot of things. In this Unit, you can see some ways that a dictionary can help you.

1 What's in your dictionary?

Your dictionary can give you a lot of information. Look at your dictionary. Does it have any of these things? Tick(√) the box.

- List of irregular verbs □
- Useful phrases □
- Pronunciation guide □
- List of abbreviations □
- Grammar section □
- Weights and measures □
- Other things □

2 Information about a word

2.1 What can it tell you?

A good dictionary can give you a lot of information about a word.

2.2 What type of word is it?

Look in your dictionary. What type of word is each one of these words?

noun   verb   adjective   preposition   adverb

bread .... happy .... speak ....

make .... out .... quickly ....

2.3 Find the past form

Look in your dictionary and find the past form of these verbs.

get .... sing .... wake ....

drink .... hit .... make ....

2.4 How do you say it?

Check the pronunciation of these English words. Notice how the same letters have different sounds.

enough   through   mother   box   cat   table

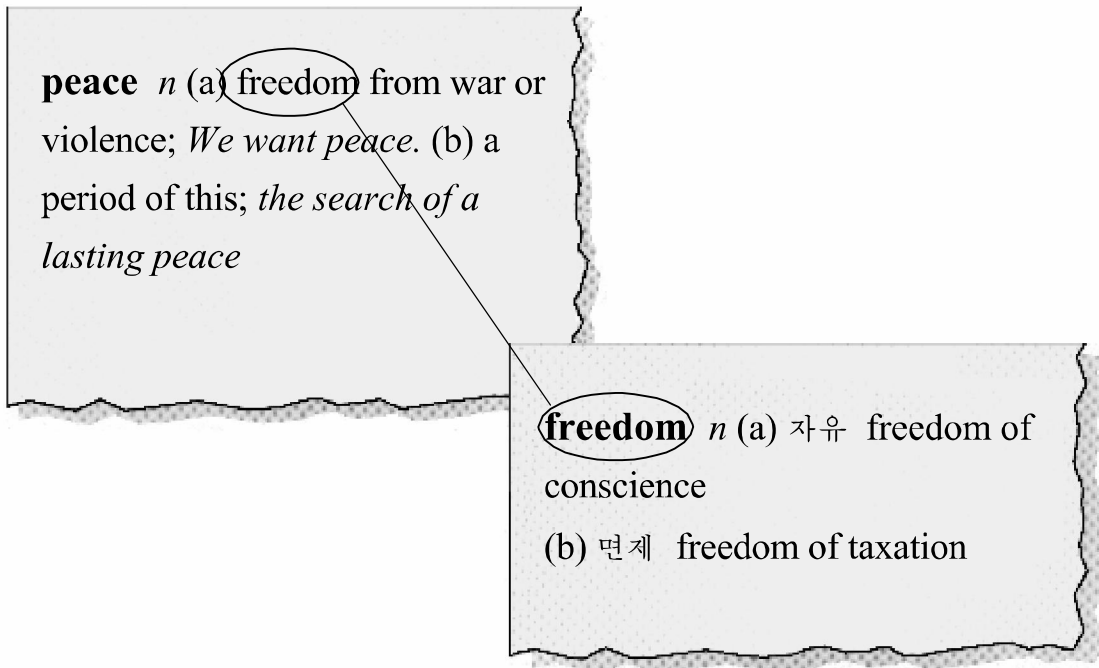
3 What does it mean?

3.1 Which meaning do you need?

Many words have different meanings. Sometimes the meaning of the verb is different from the noun. Find these words in your dictionary. Write the meaning in Korean.

spring (verb) spring (noun) flat (adjective) flat (noun)
light (verb) light (noun) light (adjective) fish (noun) fish (verb)
well (adjective) well (adverb) well (noun)

3.2 Check it!

If you find a word that you need, check it! Look in the other half of the dictionary to check the meaning.

Read these sentences. Find the underlined word in your dictionary and the correct translation. Find the same meaning in the other half of your dictionary.

He lives in a flat.
We get water from a well.
In spring, the flowers start to appear.

Unit 20 Revision and test
(Units 17－19)

Revision

1 *'could'* Ask someone to do something

What can you say to someone in these situations? Write your answers.

a The room is very cold.
b You are very thirsty.
c You didn't bring your pencils and pens to class.
d You want to listen to someone's cassette.
e You didn't understand what the teacher said.

2 *'would'* Offering someone something

What are the people saying? Write a sentence for each bubble (1–6).

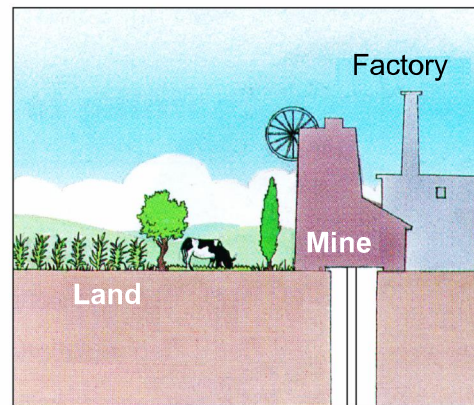
3 *'enough'* That's enough!

What are the people saying? Write a sentence using 'enough' for each picture.

1
2
3
4
....
....

4 *Vocabulary* In the factory, on the land or in the mine?

Put the names of manufactured products next to the factory. Put the names of primary products next to the land or the mine.

aluminium	bauxite	bread	car tyres
chocolate	cocoa	copper	cotton
leather	rubber	shoes	sugar
sweets	trousers	wheat	wire

Join each primary product to the correct manufactured product.

5 *Writing* Asking the way

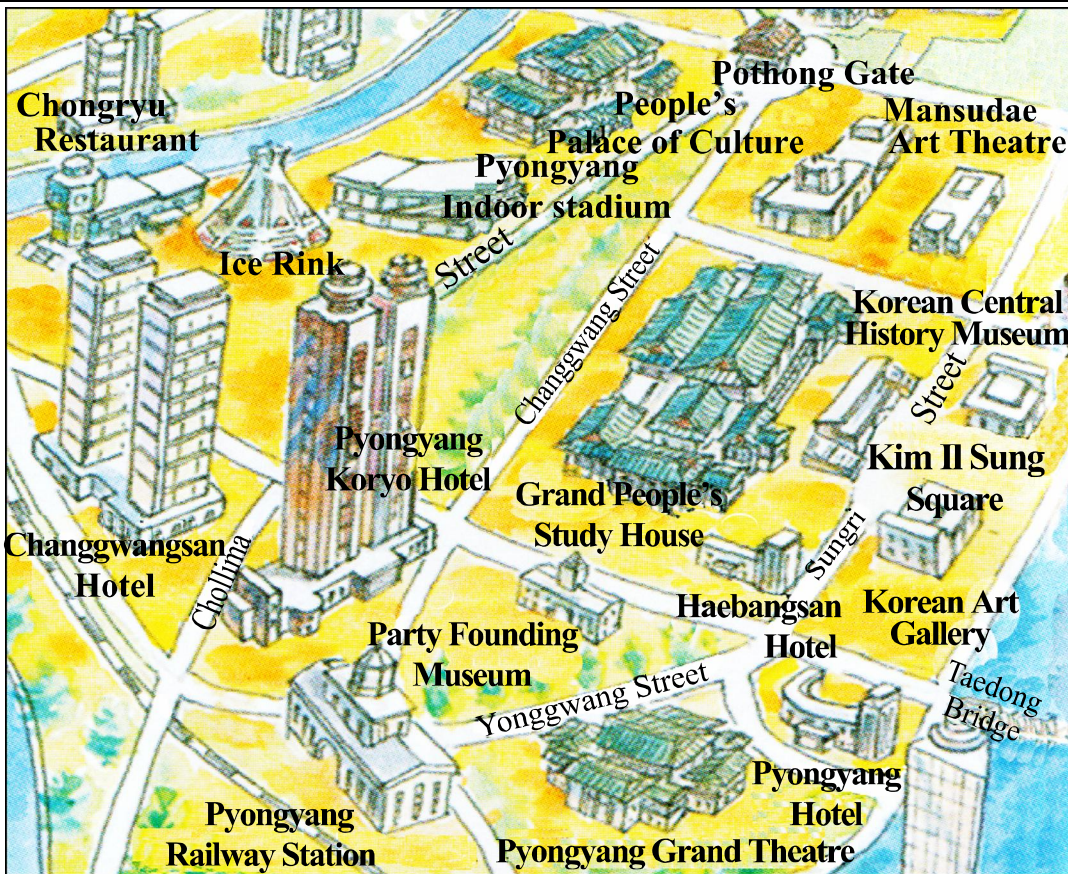
Look at the map. Write the question or the answer.

a Excuse me. Where is the Pyongyang Koryo Hotel?
It's in Changgwang Street, near Pyongyang Railway Station.

b ....
It's in Sungri Street, opposite the Korean Art Gallery.

c Could you tell me where the Pyongyang Indoor Stadium is, please?
....

d ....
It's in Chollima Street, next to the Pyongyang Indoor Stadium.

e ....
It's in Sungri Street, in front of the Grand People's Study House.

Test

1 *Asking someone to do something* What do you say?

What do you say in these situations? Use 'could ...'.

(1) Your watch is broken. You want to know the time.

Could you ....?

(2) You can't understand your homework. Ask a friend.

....?

(3) You don't understand an English word. Your friend has a dictionary.

....?

(4) Your friend has got a new video. You want to watch it.

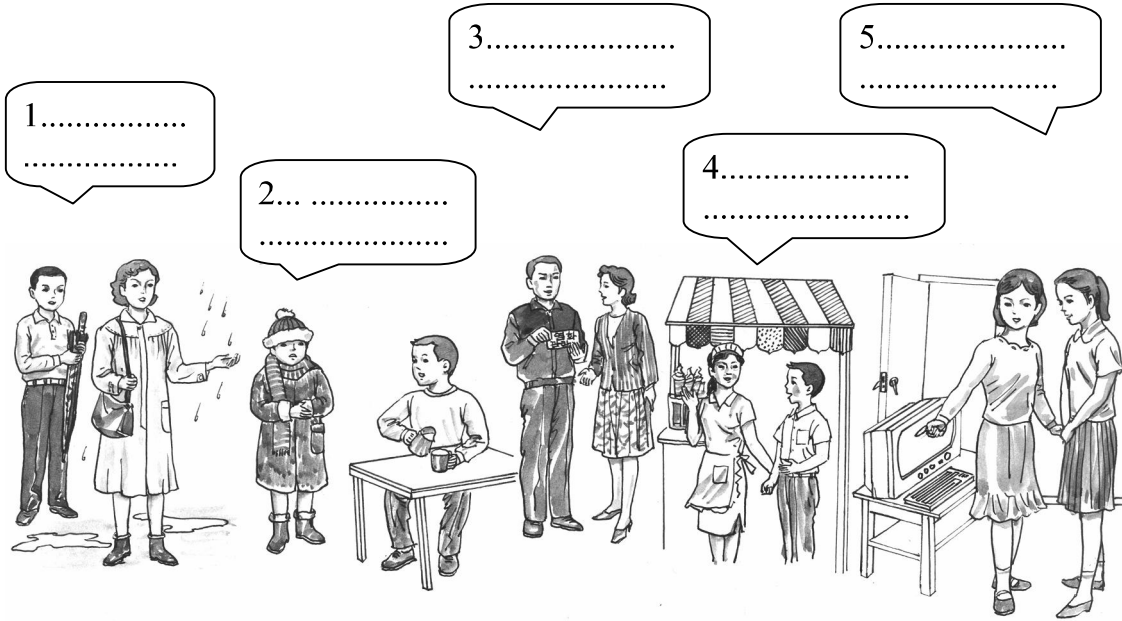
....?

(5) You haven't got any money with you, and you want to buy some sweets. What do you say to your friend?

....?

2 *Offering someone something* **'Would you ...?'**

Look at the pictures. What are the people saying?

Would you ...?

3 *'enough'* **Where does 'enough' go?**

Where can you put 'enough' in these sentences – at a↓, b↓or c↓?

Write the complete sentence.

(1) He's not a↓ old b↓ to drive c↓ a car.

----

(2) I haven't a↓ got b↓ time c↓ to go to the concert.

----

(3) She didn't run a↓ fast b↓ to win the race c↓ .

----

(4) The water isn't a↓ hot b↓ for c↓ a bath.

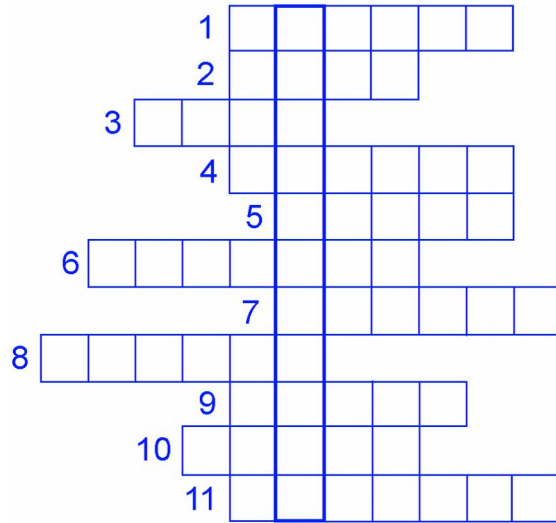
----

(5) My mother a↓ says I don't b↓ eat c↓ fruit.

----

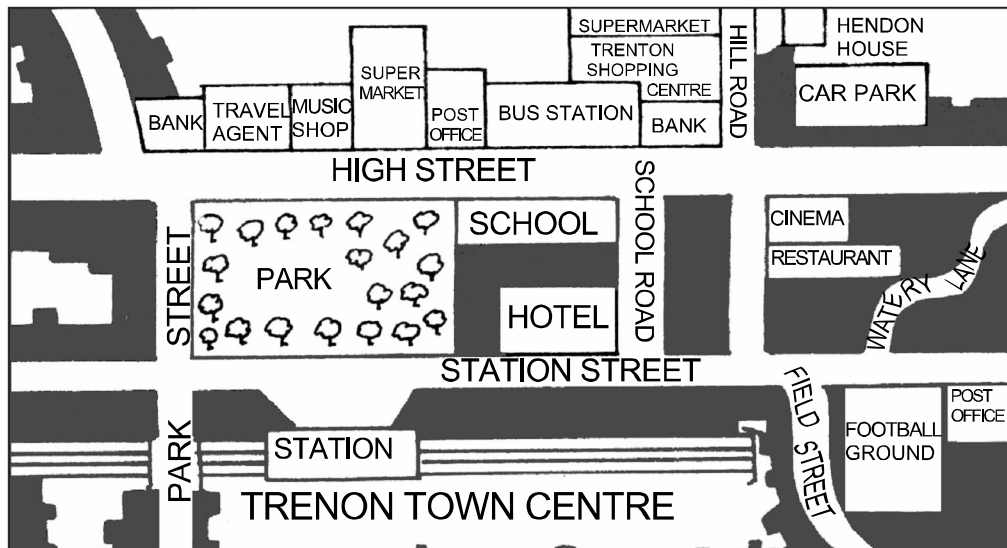
4 *Vocabulary* New words

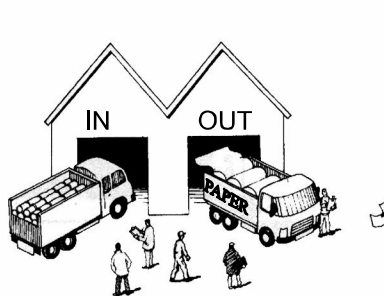
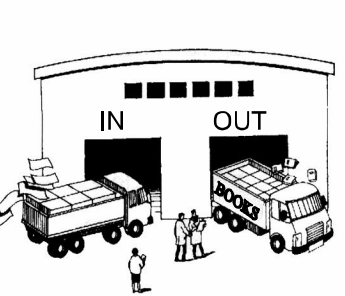
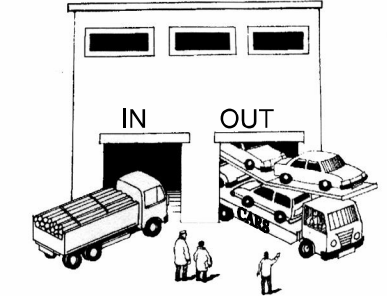
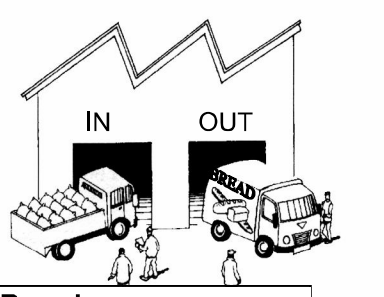
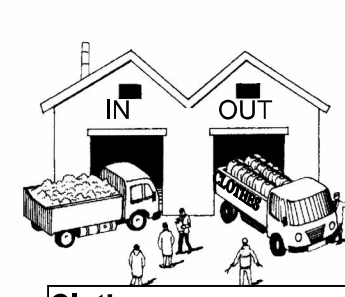
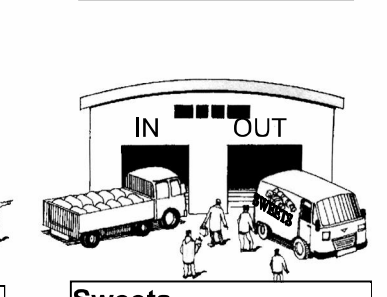
Read the clues and fill in the words. What is the word going down?

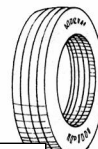
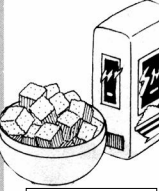
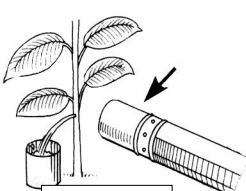
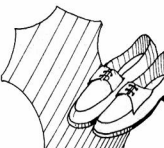
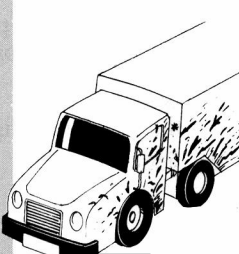
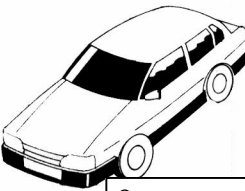
1 Buy things from another country: **i**_ _ _ _ _
2 My radio was **m**_ _ _ in DPRK.
3 A very important metal: **i**_ _ _
4 Car tyres are made from **r**_ _ _ _ _.
5 It comes from wheat. We use it to make bread. **f**_ _ _ _
6 Cotton, iron and leather are **p**_ _ _ _ _ _ products.
7 My shirt is made of **c**_ _ _ _ _.
8 Sell to another country: **e**_ _ _ _ _
9 Some people put **s**_ _ _ _ in their tea and coffee.
10 In a television, there are lots of **w**_ _ _ _.
11 My shoes are made from **l**_ _ _ _ _ _.

5 *Speaking* Find out where Winnie lives!

5.1 Talk to Winnie

Look at the map. Talk to Winnie.

Mark her house on the map.

WINNIE: Hello! How are you?
YOU: ....
WINNIE: I don't know your address. Could you tell me what it is?
YOU: ....
WINNIE: Thanks. I'm going to write it in my book. Have you got my address?
YOU: ....
WINNIE: Would you like to come to my house next weekend?
YOU: ....
WINNIE: Great! Look at the map of Trenton. I can show you where I live.
YOU: ....
WINNIE: Can you find the station opposite the park in Station Street?
YOU: ....
WINNIE: On the other side of the park is High Street. Can you see a bank next to the bus station?
YOU: ....
WINNIE: Near there is Hill Road. There's a big supermarket there. Opposite the supermarket there is a block of flats. It's called 'Hendon House' and I live there. Flat number 26. What time can you come on Saturday?
YOU: ....
WINNIE: Great! See you then. Bye!

Listen to Winnie on the cassette.

5.2 Winnie's address

Write Winnie's address in the address book.

A picture dictionary (5)

Theme F Energy in our lives

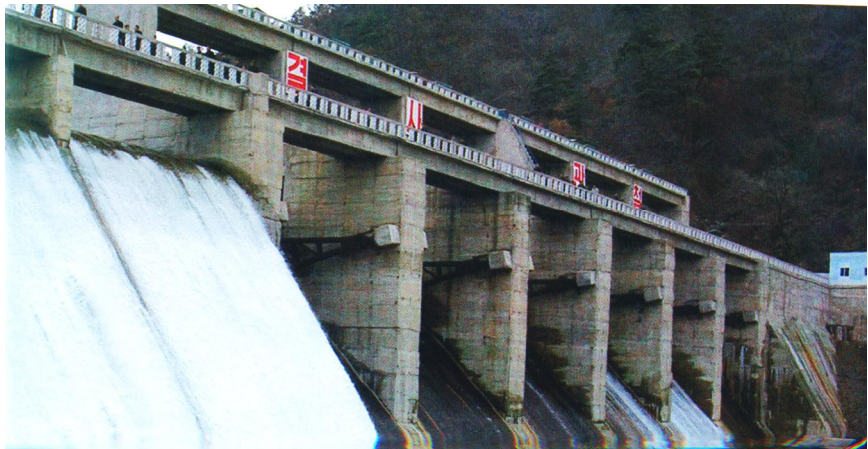
Unit 21
Topic
Electricity

1 *Your ideas* Electricity in your town

Look at the picture. There are many medium and small power stations in our country.

Work with a partner. You have three minutes.

Make a list of the ways you use electricity in your town. Think about:

in the streets
in factories
in schools
in your home
in shops and offices

After three minutes, compare your list with other students.

2 *Reading* When the lights went out ...

2.1 *Brainstorming* What happened?

30 million people in America and Canada lost electricity for a complete day. What do you think happened as a result?
Brainstorm your ideas with the rest of the class and make a list.

2.2 *Reading* The Great American blackout

Now read the text. How many things on your list from Exercise 2.1 are in the text? What other things happened?

You can listen to the news story on the cassette.

BLACKOUT IN NEW YORK

+ = underground in the UK
++ = lifts in the UK
+++ = flats in the UK

250 000 people trapped in the subway+

There was panic in New York last night. Lights, elevators++, and trains all stopped working in the biggest blackout in American history. Over 30 million people had no electricity over an area of 200 000km^2, including New York, Boston and other large cities in America and Canada. Engineers are working at this moment to repair the generators.

The blackout happened at 5.30 p.m. when many people were going home. More than 250 000 people were using the New York subway. Many people were trapped when they discovered that they could not open the train doors. In apartments+++ and offices, people were trapped in the elevators.

There was also trouble at a prison near Boston last night, where prisoners were fighting. Thousands of police had to go to control them. At the same time, in other big towns, people broke the windows of shops and took things.

In New York last night, the only lights were from the cars. The traffic signals were not working so the cars could not move. Thousands of people could not get home so they slept in the streets in New York. Planes could not land at New York airport.

The trouble began when the hydroelectric generator at Niagara broke down. The generator ...

2.3 *Listening* What did the police say?

What do you think the police said to the people on the streets in New York?

Now listen. What *did* the police say?
What do you think the police said to people who were:

in the subway? at a prison near Boston? taking things from the shops?

2.4 *Vocabulary* Check your vocabulary

Read the news story. Make a list of words or phrases that you don't understand.

Words/phrases I don't understand | Meaning

Read the story again carefully. Can you guess any meanings? Add them to your list.
Check other words in your dictionary. Then check your list with your teacher.

2.5 *Comprehension* Check how much you understand

Is the information in these sentences true (T), false (F), or not in the story(?)?

a They don't know why the blackout happened. ☐
b Some people died in the blackout. ☐
c The blackout happened on a Sunday. ☐
d The traffic lights were the only lights that were working. ☐
e The blackout lasted three days. ☐
f The police went to stop trouble at a prison. ☐
g The blackout also happened in San Francisco. ☐
h The airport was closed. ☐

For each false sentence, write a true one. Check your answers with your teacher.

2.6 *Speaking* Make an interview

Work with a partner. Imagine that you can interview someone who was in the blackout. You can interview:

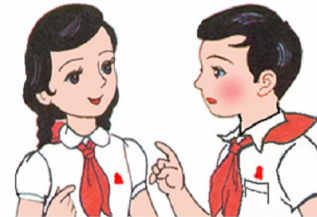
someone who was on a subway train

someone who was in an elevator

someone who was in his/her car

What questions can you ask? Brainstorm your ideas.

Now prepare the interview. Act out your interview for the class.

When ...?
What did you do?
Where were you going?
How ...?
Why ...?
What ...?
How many ...?
How long ...?

3 *Reading* Where does electricity come from?

The blackout happened because of a problem at the generator.
But how does electricity come to your house? Look at the diagram.
Match the sentences (a–d) to the spaces (1–4).

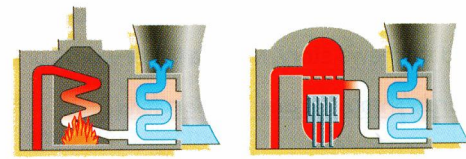
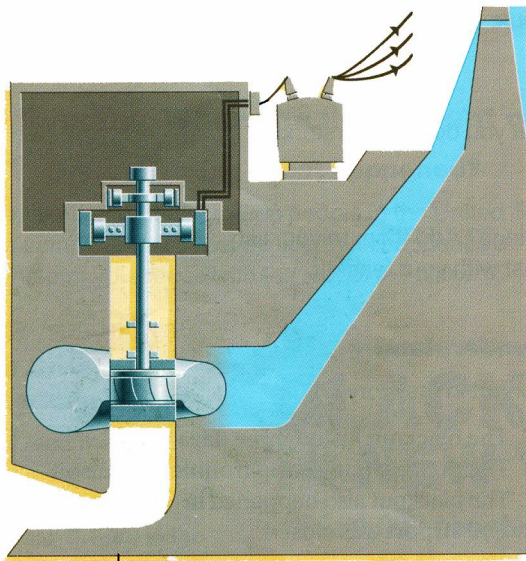
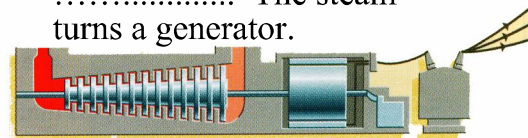
a This reduces the number of volts to 110 or 220.
b The hot water becomes steam.
c This makes a lot of heat.
d The electricity goes to a transformer.

How do we make electricity in our country? How does electricity come to your house?

THREE MAIN WAYS TO MAKE ELECTRICITY:
with water, with coal or gas, or with nuclear power

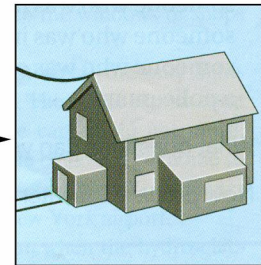
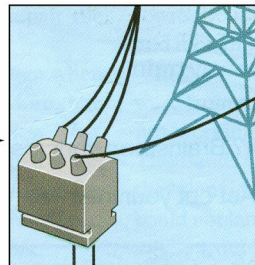
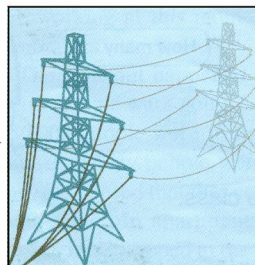
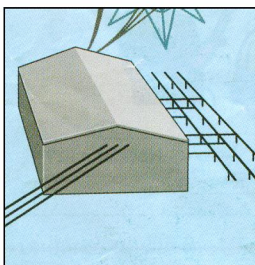
FROM WATER
Hydroelectric power stations use water to turn a generator.

FROM COAL OR GAS
Coal or gas power stations burn coal or gas.

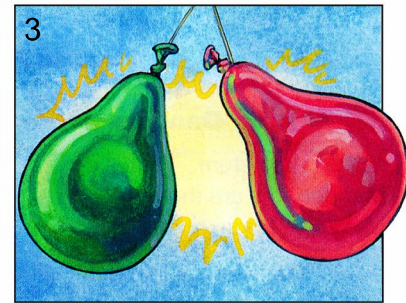
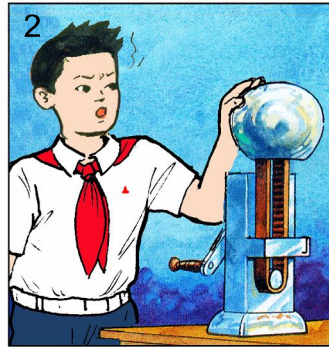
FROM NUCLEAR POWER
Nuclear power stations break atoms. **1** ....
....

The heat makes the water hot. **2** ....
…….............. The steam turns a generator.

The generator makes the electricity.
3 ....
The transformer increases the number of volts to over 400 000. →

The electricity then goes by cables to different parts of the country. The cables are very high up so that the electricity cannot jump to the ground. →

Near the houses, the electricity goes to a transformer again. **4** .... →

The electricity goes into houses by cables nearer the ground or underground and goes to the electric goods through plugs and sockets.

4 *Reading* The mysteries of electricity

4.1 *Your ideas* What do you know?

Why do these things happen?

4.2 *Scanning* Are you right?

Read part of a book on electricity and see if you are right.

Look at the pictures in Exercise 4.1 again. Can you explain what is happening?

a Everything is made of atoms. Atoms have three main parts.

Protons
These are positive (+).

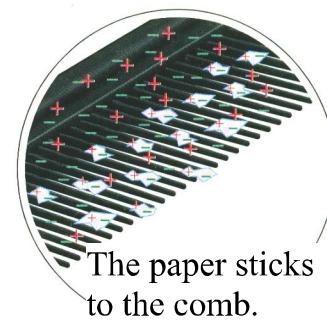
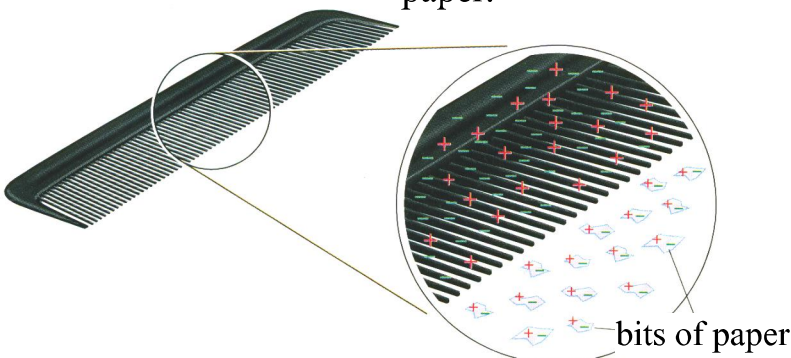
Electrons
These are negative (–).

Neutrons
These are neither negative nor positive.

b If you comb your hair, you can move some electrons from your hair to the comb.

c The electrons make the comb more negative than positive.

d The electrons in the comb repel (push away) the electrons in the paper.

e The electrons (–) in the comb now attract (pull towards) the protons (+) in the paper.

5 *Review* Your Language Record

Write the meanings and add the missing examples.

Word	Meaning	Example
a cable		Electricity comes to our houses in **cable**s.
a generator		A **generator** produces electricity.
a signal		The traffic **signal**s were not working.
a transformer		A **transformer** changes the number of volts.
calm		Stay **calm**!
main		There are three **main** ways to make electricity.
panic		There was **panic** in New York.
trouble		What's the **trouble**?
be trapped		People **were trapped** in the lifts.
break down		My car has **broken down**.
burn		
happen		
land		The planes could not **land**.
turn		

Choose more words. Write their meanings and examples.

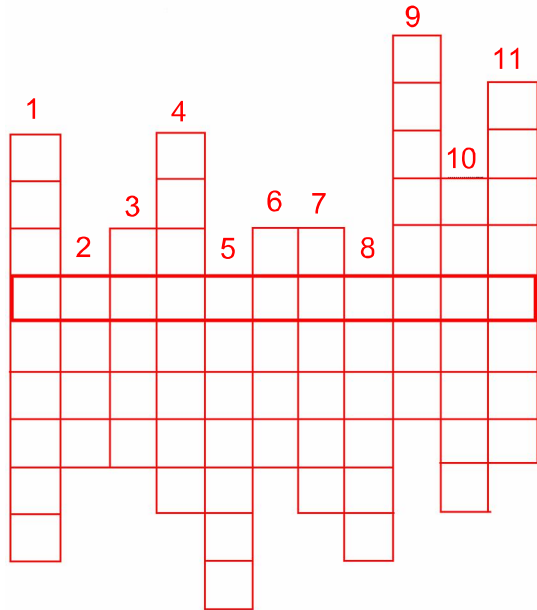
repel	jump	attract	a plug	a hairdryer	the ground	a comb

Supplementary Exercises

1 *Vocabulary* What's the word?

Write the correct word into the squares. What do they spell?

1. A machine that makes electricity (**g**_ _ _ _ _ _ _ _ _)
2. When the blackout happened in New York, some people were trapped inside a **l**_ _ _.
3. A positive electron and another positive electron **r**_ _ _ _ each other.
4. A machine that makes electricity from water power is a hydro**e**_ _ _ _ _ _ _ _ generator.
5. Problems (**t**_ _ _ _ _ _)
6. Past of break (**b**_ _ _ _)
7. In New York, during the blackout, only the car **l**_ _ _ _ _ were working.
8. The capital of this country is Ottawa. (**C**_ _ _ _ _)
9. + = positive, **-** = **n**_ _ _ _ _ _ _
10. Positive electrons **a**_ _ _ _ _ _ negative electrons.
11. All the people (**e**_ _ _ _ _ _ _)

1 2 3 4 5 6 7 8 9 10 11

2 *Writing and speaking* Talk to a news reporter

Imagine that you were in the blackout. Where were you? Were you in danger? What were you doing? What happened to you? Write your answers to the reporter's questions.

REPORTER: Excuse me, can I ask you some questions? Where were you when the lights went out?

YOU: ....

REPORTER: What were you doing?

YOU: ....

REPORTER: Was anybody with you?

YOU: ....

REPORTER: Were you frightened?

YOU: ....

REPORTER: Well, I would be frightened. What did you do?

YOU: ....

REPORTER: Yes, I think that was the right thing to do. What happened next?

YOU: ....

REPORTER: Just one last question, because I know you are very tired. What are you going to do now?

YOU: ....

REPORTER: Well, thank you very much for talking to me. You can see the news on television at 9 o'clock. If you've got any electricity! Goodbye.

YOU: ....

Now talk to the reporter on the cassette.

3 *Say it clearly!* /s/

Open your mouth just a little and say /s/. Notice that there isn't a vowel before the 's'.

Listen and say the words and sentences.

space Spanish speak sit summer
sun sky spring satellite

I like sitting in the sun in summer.
At night, I like looking at the sky.
There are lots of satellites in space.

Unit 22 Language focus
Past continuous, imperatives

1 *Listening* Blackout

1.1 *Extensive listening* In the blackout

Frank Benson was in New York during the blackout. Listen to what happened to him.

'It was terrible. I was in the elevator[+]. I was going home. It was about half past five, I think. I was talking to my friend, Bill, when suddenly the elevator stopped. The lights went out. We couldn't see anything. Nothing. It was very frightening. We didn't know what had happened. People started screaming in other parts of the building.' ([+]=lift in the UK)

What do you think Frank and Bill did in the elevator? Listen to the next part and find out.
How do you think they got out? Listen to the last part and find out.

1.2 *Intensive listening* Check how much you understood

How many of these questions can you answer?

a Where was Frank going?
b What time did the elevator stop?
c What was he doing when the elevator stopped?
d What were Frank and Bill doing when they heard the voice?
e How long did it take to come down?
f What was happening outside in the street?

Listen again to complete or check your answers. Compare your answers with other students in your class.

2 *Grammar*

Past continuous

2.1 *Past continuous form* The verb forms you know

So far you have seen four main verb forms:

Present simple for descriptions or habits:

*I **go** to school by bus.*

Present continuous for actions that are happening now:

*Hurry up! What **are** you **doing**?*

Past simple for actions that are finished:

*Dinosaurs **lived** millions of years ago.*

'going to' to talk about the future:

*What are you **going to** do tomorrow?*

Another useful verb form is the Past continuous:

*I **was going** home when the elevator stopped.*

How many examples of the Past continuous can you find in the text in Exercise 1?
How do you say those sentences in Korean?
How can you describe the Past continuous? Complete the chart.

I, He, She, It We, You, They	+	+....................................

2.2 *Meaning* What's it for?

What do you think you *use* the Past continuous for?
Here are some more examples from the news story in Unit 21.

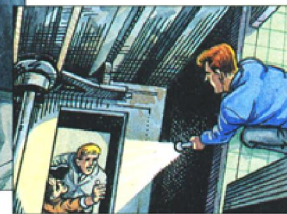
The blackout happened when many people **were going** home.
More than 250 000 people **were using** the subway when the blackout happened.

Discuss it with your neighbour for a few minutes and then tell the class your ideas.

2.3 *Use* In the background

You can use the Past continuous to describe the background for another action.

More than 250 000 people were using the subway ... ... when the blackout happened.

Frank and Bill were singing ... ... when they heard a voice.

2.4 *Practice* Ask questions

Work in pairs. Ask your partner these questions.

What were you doing when the teacher came into the room?
What were you doing last Sunday morning?
What were you doing at eight o'clock last night?
What were you wearing at this time last week?

Invent some more questions. Write your answers to some of them.

When the teacher came into the room, I was ...
At six o'clock that morning, I was ...

Imperatives

2.5 *Imperative form* Do this! Don't do that!

In Unit 21, you heard these instructions:

Put your lights on!
Walk slowly.

In grammar, this is the *imperative.* In English, it's easy to tell people what to do:

Infinitive: Stay calm! Wait here.

It's also easy to tell people what they can't do:

Don't + infinitive: Don't run! Don't wait for me.

To sound more friendly, say 'please'.

Please wait here.

Please don't wait for me.

2.6 *Practice* Keep fit!

Your teacher or a student will give you instructions. Be careful to follow them exactly.

2.7 *Writing* More practice

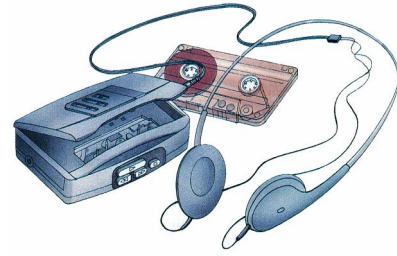
Label the parts of the walkman in the picture.

a cassette	the cassette door	headphones
the play button	the rewind button	the stop/eject button

Now write some instructions on how to use it.

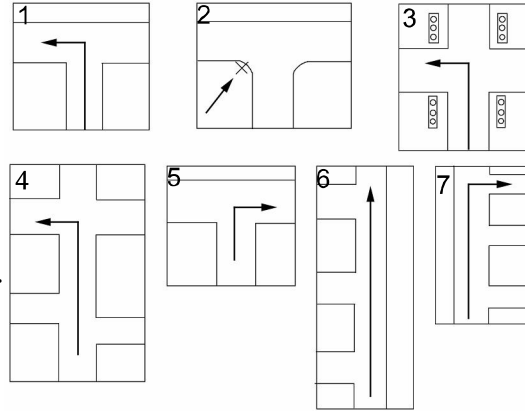
1 Put the headphones on your head.

Add some things that you mustn't do.

Don't touch the tape.

3 *Language functions* Asking the way (2)

3.1 *Reading* Left or right?

Match the phrases to the pictures.

a Turn left.
b Turn right.
c Go straight on.
d Take the second turning on the left.
e Take the third turning on the right.
f It's on the corner.
g Turn left at the traffic lights.

3.2 *Listening* Helen, Will and the concert hall

Helen and Will are still looking for the concert hall. Listen to the conversations. Look at the map on page 130 in Unit 18. What street is the tourist information office in?

HELEN: We're not going to find the concert hall. Let's forget it.

WILL: Come on, Helen! I told you. We have to ask someone. I can ask in the chemist's.

WOMAN: Yes, dear?

WILL: Could you tell me where the concert hall is?

WOMAN: The concert hall? There isn't a concert hall in this town.

WILL: Oh, no! We saw a poster for a concert tomorrow.

WOMAN: Oh, I see. The concert hall is in Bington, the next town, but you can buy tickets here in the tourist information office.

WILL: Oh, good! That's what we were looking for.

WOMAN: OK, well it's not far, but it's a bit complicated. You go out here and turn left. Then you turn left again at the traffic lights. Go straight on, and take the second turning on the left. The tourist information office is on the right, on the corner.

WILL: Oh, dear! I go left and left again. Then it's the second turning on the left and the office is on the right. On a corner.

WOMAN: That's right.

WILL: Oh, thank you. I think I can remember. Bye.

WOMAN: Bye.

HELEN: Well, did you find out?

WILL: The concert hall is in the next town! But we can buy tickets in the tourist information office, here.

HELEN: Where's that?

WILL: Well, we go left and then left again ... or is it right? No, it's left, and then left, and then right. Or is it straight on? Oh, no! I can't remember!

3.3 *Practice* Now you try it

Look at the map on page 145 in Unit 20. You are at the bus station in front of Pyongyang Railway Station. Choose two places and write directions to get there. Don't say which place it is! Read your directions to your neighbour. He/She has to guess which place it is.

4 *Review* Your Language Record

Asking the way (2)

Write the meanings.

Turn left. ....

Turn right. ....

Go straight on. ....

Take the second turning on the left. ....

Take the third turning on the right. ....

It's on the corner. ....

Turn left at the traffic lights. ....

Past continuous 'was/were' + verb + '-ing'

Write some examples.

Last night, at eight o'clock, I was ... My friend, ..., was ...

My friends, ... and ..., were ...

....

Imperative ('don't' +) infinitive

Write some more examples.

Don't panic! Stay calm! Stand up! Sit down!

....

Supplementary Exercises

1 *Past continuous* A circular story

Can you put in the correct verbs in the spaces?
Use the Past continuous. (You can use each verb twice.)

sit blow cry look think clean sleep sing lean gather

The Bandit's story

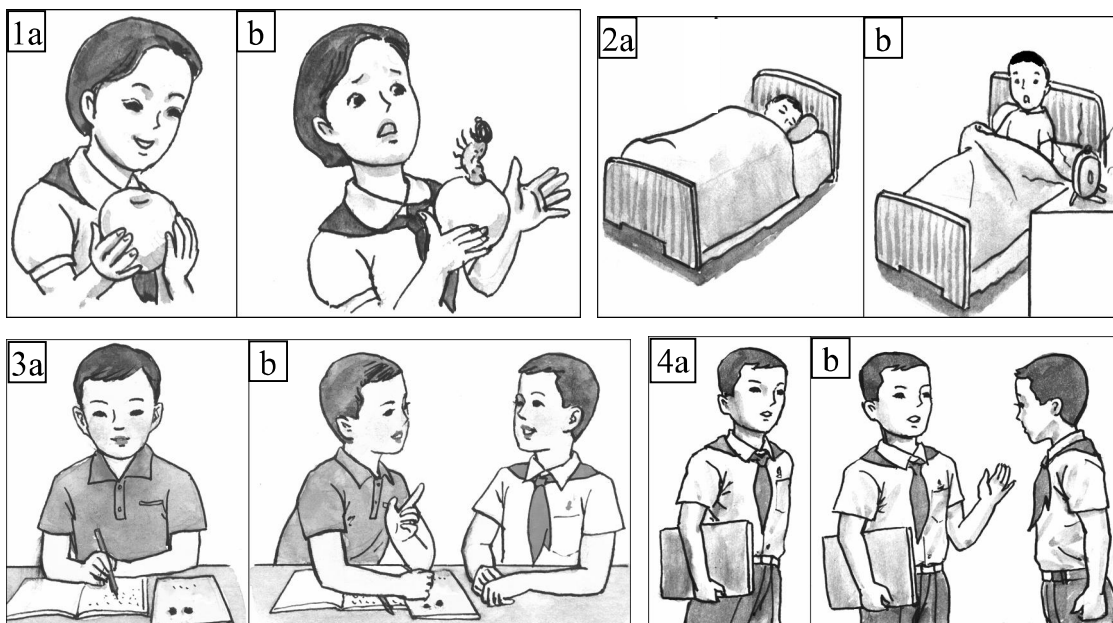
The night was cold and dark. The bandits ...... around the fire. They .... into the flames and they ...... about the next day. The wind ...... gently. Somewhere in the distance, a wolf .... One bandit .... softly. Another bandit ...... his gun. Suddenly, the leader of the bandits shouted: 'Pancho! Tell us a story.' Pancho ...... , but he woke up. He ...... against a tree. He stood up and walked to the fire. He sat down next to where the leader .... Everyone looked at him. He looked into their eyes and he told the following story.

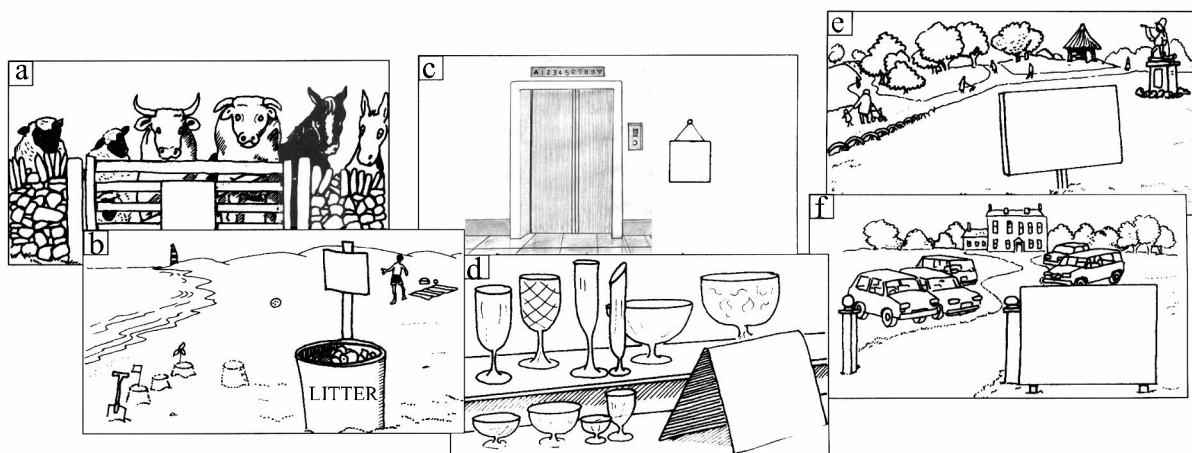
'The night was cold and dark. The bandits ...... around the fire. They .... into the flames and they ...... about the next day. The wind ...... gently. Somewhere in the distance, a wolf .... One bandit .... softly. Another bandit ...... his gun. Suddenly, the leader of the bandits shouted: "Pancho! Tell us a story." Pancho ...... , but he woke up. He ...... against a tree. He stood up and walked to the fire. He sat down next to where the leader .... Everyone looked at him. He looked into their eyes and he told the following story ...'

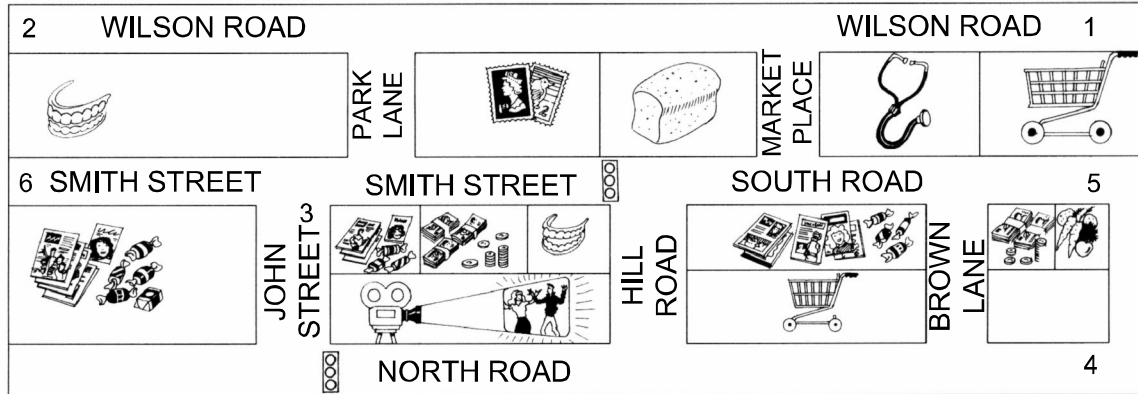
You can check your answers with the cassette.

2 *Past continuous* What was happening?

Write a sentence for each picture. Say what was *happening* when something *happened*.
For example:

She was eating an apple ...
... when she found an insect.

3 *Imperatives* Please don't touch!

Look at these pictures. What do you think the notice says in each situation? Use your imagination!

4 *Asking the way (2)* **Around town**

Look at the map. Write your answers to the questions.
Tell each person where to go.

For example:

You are at place 1

PERSON A: Excuse me. Can you tell me how to get to Smith Street?
YOU: Yes, of course. You go straight down Wilson Road. Take the first turning on the left and then turn right. Go straight on past the traffic lights. That's Smith Street.
PERSON A: Thanks very much.
YOU: Not at all.

You are at place 2

PERSON B: Hello. Do you know how I can get to the cinema from here?
YOU: ....
PERSON B: Thank you.

You are at place 3

PERSON C: Excuse me. Could you tell me the way to the supermarket in South Road?
YOU: ....
PERSON C: Thank you.

You are at place 4

PERSON D: Hello. Do you know the way to the post office, please?
YOU: ....
PERSON D: Thanks a lot.

You are at place 5

PERSON E: Excuse me. Could you tell me the way to the nearest baker's?
YOU: ....
PERSON E: Thank you very much.

You are at place 6

PERSON F: Hello. Could you tell me the way to the nearest grocer's?
YOU: ....
PERSON F: Thanks.

5 *Say it clearly!* /tʃ/ cheese

5.1 Say 'cheese'!

Listen and say these words and sentences. Can you hear a 't' sound at the beginning of the 'ch' words?

cheese chop cheap chicken children change chance
check beach branch watch touch teacher

Say cheese!
Do chickens like cheese?

5.2 Don't say 'tʃ'

Not all 'ch' words have the same pronunciation. Listen and say these words.

chemist character machine school

Unit 23

Culture matters
Small power station

A small power station at the foot of Mt. Jangja

1 *Reading* A province of pride

1.1 *Your ideas* Jagang Province

Have you ever been to Jagang Province? What do you know about the province? Discuss these questions with your neighbour.

Where is Jagang Province located?
Why is the province called a 'province of pride'?
How many power stations are there in the province?

1.2 *Reading* Example of electrification

Read the text and check your answers to Exercise 1.1.

Jagang Province is changed into a power base with the construction of Jangjagang Power Station, Kangge Youth Power Station, Unbong Power Station and other large hydroelectric power stations. Now the province is famous for it has set an example of electrification by building many small and medium-sized power stations.

In the past visitors to the province clicked their tongue, saying 'mountains only', 'stones only' or 'water only' because they could see only mountains, stones and water. So the province was called a 'province of stones'.

Local people realized that a good supply of electricity was essential for them to be rich and they worked hard to produce electricity and built many small and medium-sized power stations.

The province now produces enough electric power with more to spare. The 'province of stones' is now known as a 'province of pride'.

2 *Reading* The use of energy at home

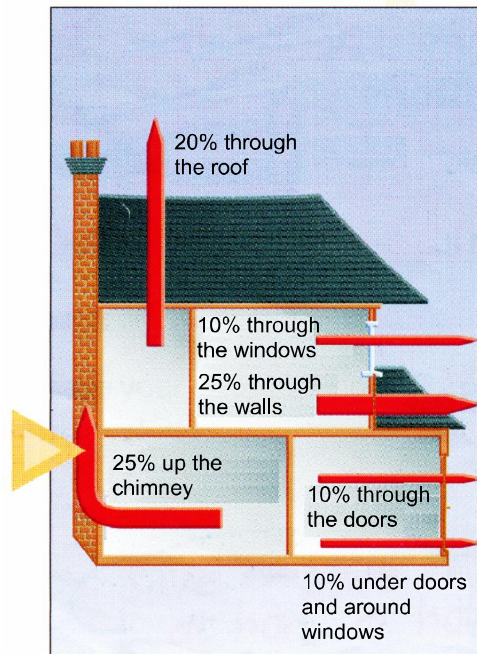
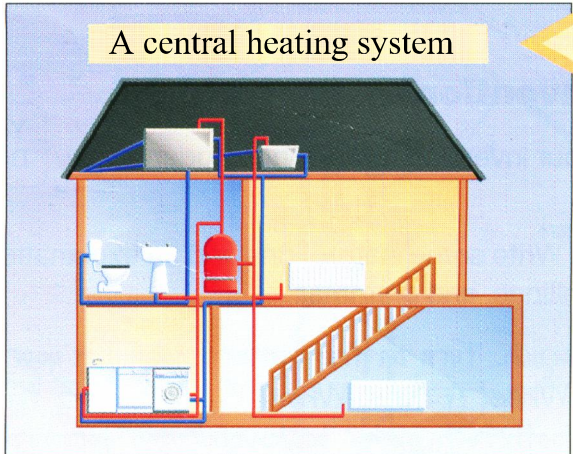
2.1 *Your ideas* Energy in your home

Do you have to heat your home or cool it? How do you do it? What are normal temperatures in your town in the warmest and coldest months?

2.2 *Reading* Brrrrr!

Read about energy in homes in Britain.

In Britain, the climate is not very good. There are very few hot days and it rains a lot. Because of this, people spend a lot of time at home. Generally, British homes have a lot of furniture in them, carpet on the floors and heavy curtains.

Many houses in Britain are cold! Many of them are over 100 years old. Often, they do not have enough insulation and the heat goes out through the walls, the windows, the doors and up the chimney.

Because of the climate, people in Britain have to spend a lot of money on heating. Many houses have a special system called 'central heating'. This heats all the rooms and, at the same time, heats the hot water. Houses without central heating often have gas, electric or coal fires. The rooms in most British houses are quite small.

New houses are much better. They have two, or sometimes three layers of glass in the windows to stop the heat going out. In the attic, and between the walls, they have thick insulation.

2.3 *Vocabulary* An energy plan

Draw a plan of your home. Label the rooms and some of the things inside.

bathroom   kitchen   bedroom   hall   living room
a radio   a television   a video   a compact lamp   a computer   an iron
a washing machine   a tape recorder   a refrigerator

Some things use a lot of electricity (over 500 Watts) and some other things use a medium amount (100—500 Watts) or not very much (under 100 Watts). At home, find out how much energy they use (ask an adult to help you). For example:

A washing machine uses a lot of electricity (over 500 watts).
A television: ....
A tape recorder: ....
A refrigerator: ....
A computer: ....
A radio: ....
A video: ....
An iron: ....
A compact lamp: ....

3 *Across cultures* Our country

Imagine that you are telling some people from another country about homes in our country. Work with your neighbour and make a list of points.

Most people live in ...
The climate is ...
Because of this, ...
People have to ...

People spend ...
The houses have ...
The rooms are ...

Read out your ideas to the rest of the class. Do they agree with you?

Supplementary Exercises

Help yourself with fluency

In Grade 2, you saw three ways to help you with your fluency in English.
You can see them again in this Unit, and see two more ways. Use them to practise your English after your lessons.
You need some cards, a tape recorder and an empty cassette.

From Grade 2

1 *Useful phrases* Phrases in the bag

If you put some phrases on cards, you can test yourself.
Write these phrases on some cards. Write them in Korean on the other side.

What do you think?
What do you think of ...?
I think it's exciting.
I don't mind it.
I think it's a bit boring.
I don't like it.
It's awful.

Reacting
Brilliant!
How awful!
You lucky thing!
Oh, bad luck!

In the classroom
Can you check this, please?
How do you spell '...'?
What does '...' mean?
Can I have a dictionary, please?

Find some more phrases in the textbook and make cards for them.
Put all the cards in a bag. Take out a card and say it in English or in Korean.

2 *Asking and answering questions* Talk to yourself

You can use a cassette player to talk to yourself.

Record these questions onto your cassette. (Wait a few seconds after each question.)

– Hello. How are you today?
– What did you do this morning?
– Did you do the same yesterday?
– What were you doing at this time yesterday?
– What are you going to do next?
– Can you tell me the way to the nearest library?
– Thanks! Bye!

Now talk to yourself. Play the cassette and answer your questions.
Find some more questions in your textbook and record them.

3 *Conversation* Have a conversation

You can imagine that you are two different people.

Choose one of the situations below and talk to yourself. Change your hat/chair/coat as you talk.

Good morning. How are you today?

Fine thanks, how are you?

The climate in your country

You 1: What's the climate like in your country?
You 2: Well, it's .... What's it like in your country?
You 1: ....

The food you eat

You 1: Hi, what's your favourite food?
You 2: ....
You 1: How many meals …………?

You 2: ....

The sports you play

You 1: Do you play any sports?
You 2: .... What about you?
You 1: ....

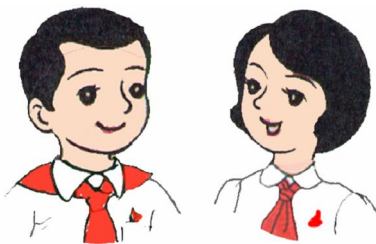
Choose some more topics to talk to yourself about.

Two new ways to help you with your fluency

4 Sing a song!

Choose a simple song (in Korean or in English).
Make up some new words. You can sing instead of talking!

5 Practice with a friend

You can practise some situations with a friend.
Choose a situation and take turns.

Excuse me, can you tell me the way to the nearest doctor's?

Asking the way

Hello. Do you know the way to the post office, please?

Talking about what you did

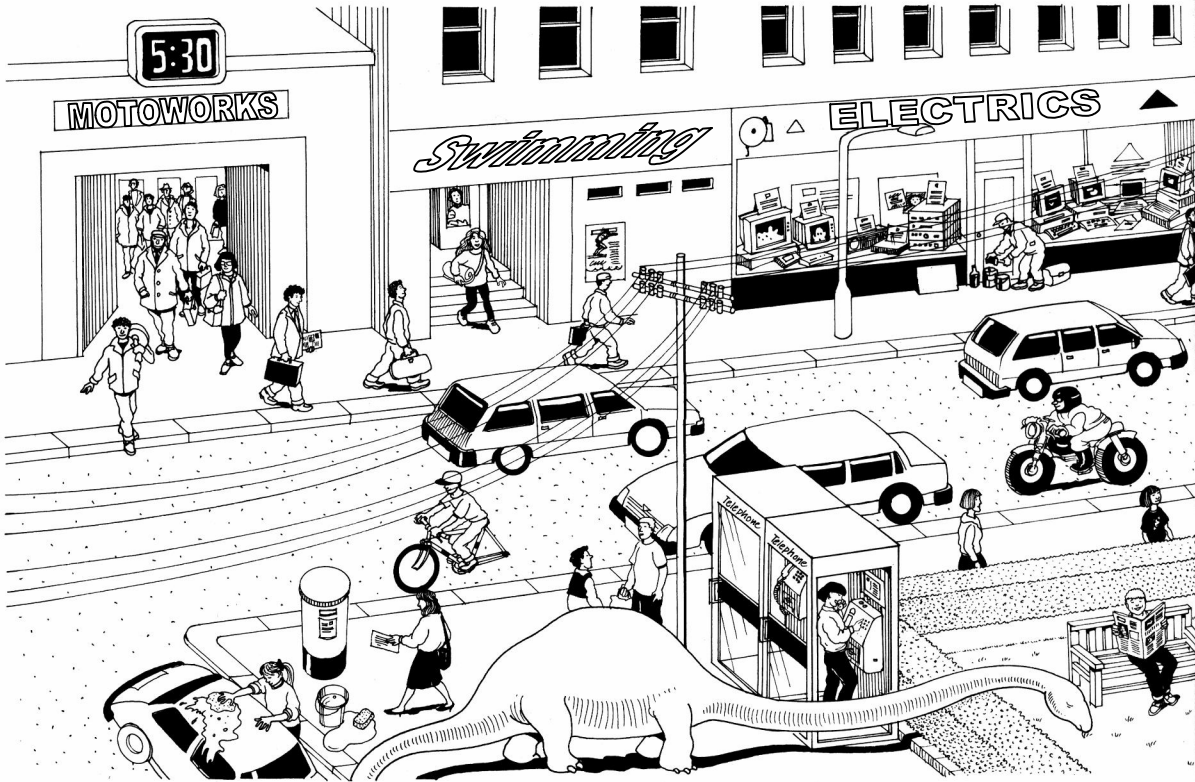
Saying what you think

What do you think about ...?

I think it's ...

Revision and test

(Units 21－23)

Revision

PUZZLE BOX

1. How many things can you find that use electricity? Make a list.

lights in the street ....

....

....

....

....

....

....

2. There are five things wrong in the picture.

Write a sentence about each one.

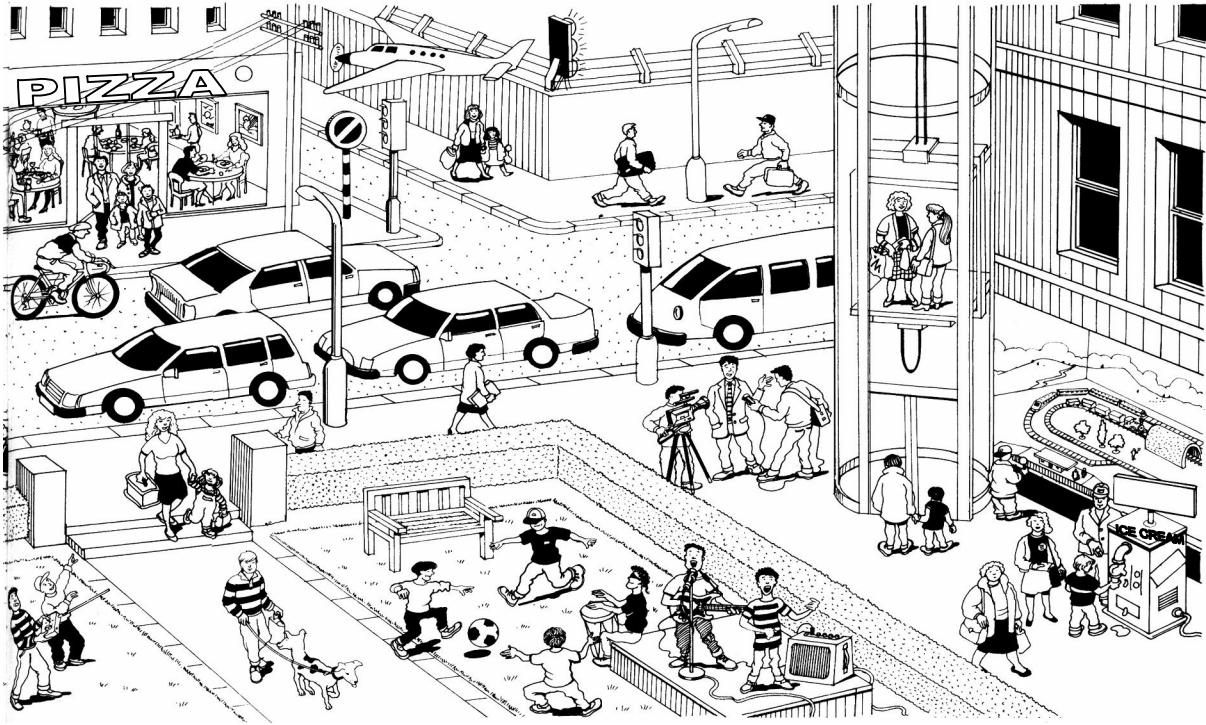
....

....

....

....

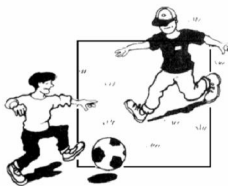
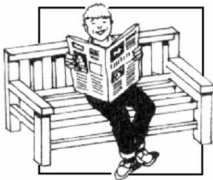
....

....

3. Where are these people?
What are they doing?

....

....

....

....

4. Find these people.
What were they doing 15 minutes ago?
Write a sentence about each one.

....

....

....

....

....

Test

In this Unit, you can design your own test for your class. You can decide what to test and how to test it.

1 *Review* What did you learn?

Work in a group. What did you learn in Units 21–23? Make some lists.

Topics	Grammar points	Examples of vocabulary
electricity	Past continuous	blackout, generator

2 *Planning a test* Who can do what?

With your class, decide *what* each group will write a test about.

In your group, decide *how* to test it. Here are some more ideas.

Describe a situation
You want to go from here to the bus station.
What do you say?

Draw a picture
Write some questions about it.

Write a short text
Write some questions or mix up the sentences or take out some words.

Record some questions on a cassette
Leave space for students to say their answers.

Write some 'Tell me ...' sentences
Tell me about your family.
Tell me what you did yesterday.

3 *Your ideas* Talk about your plan

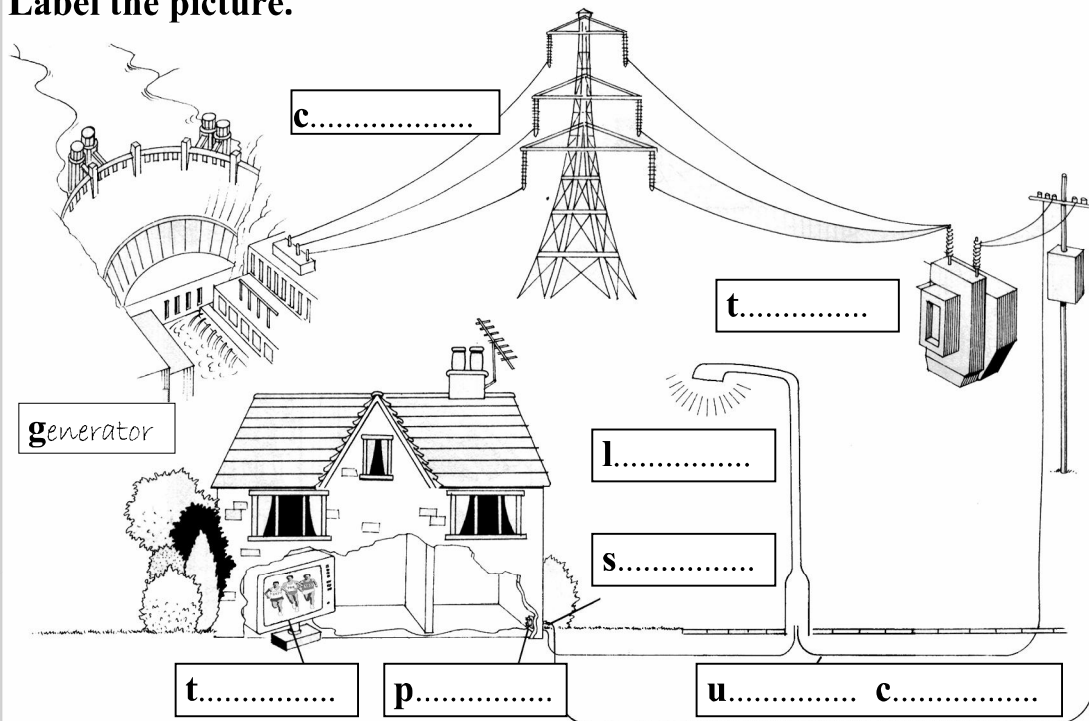
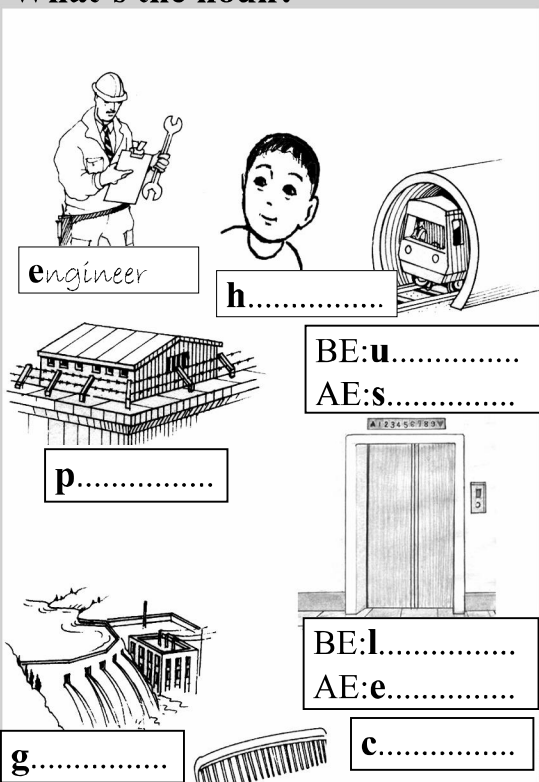
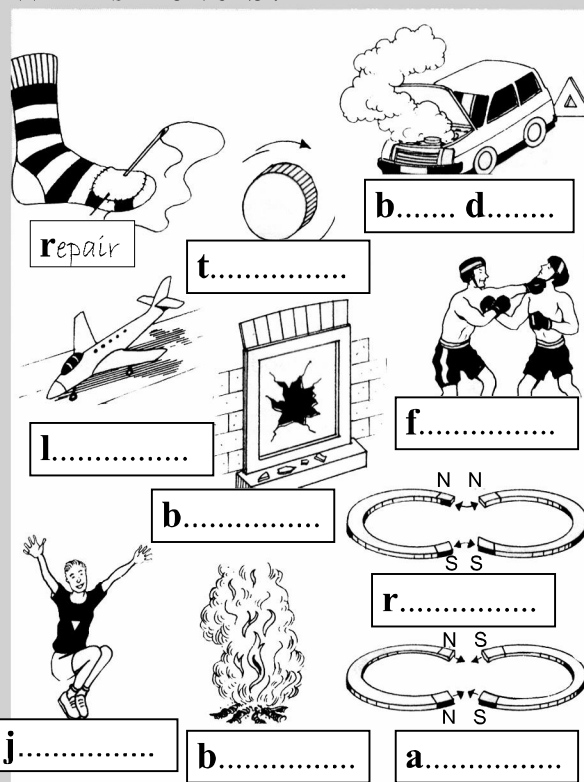
Tell the class what you plan to do.
Agree with your teacher what you are going to put in your part of the test.

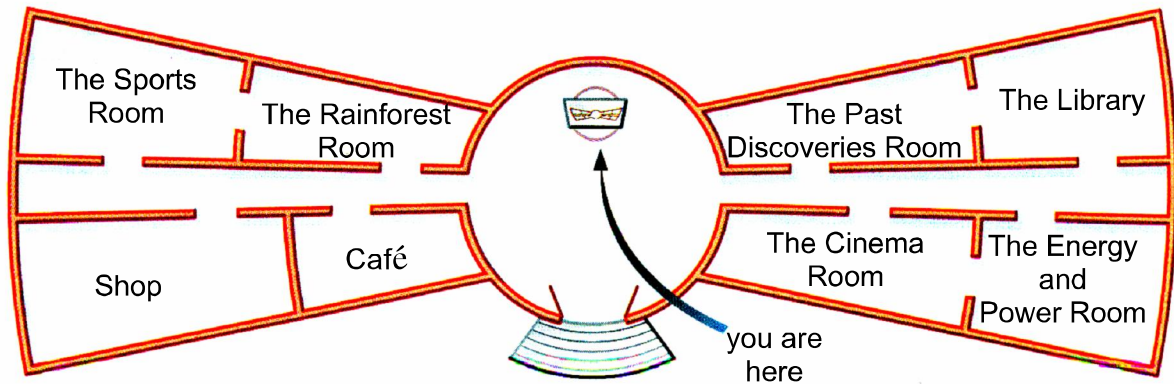
4 *Writing* Write your part of the test

Write your part of the test and put the answers on a separate piece of paper.

Then give your part of the test to your teacher to correct.

Put all the parts together, and do the test!

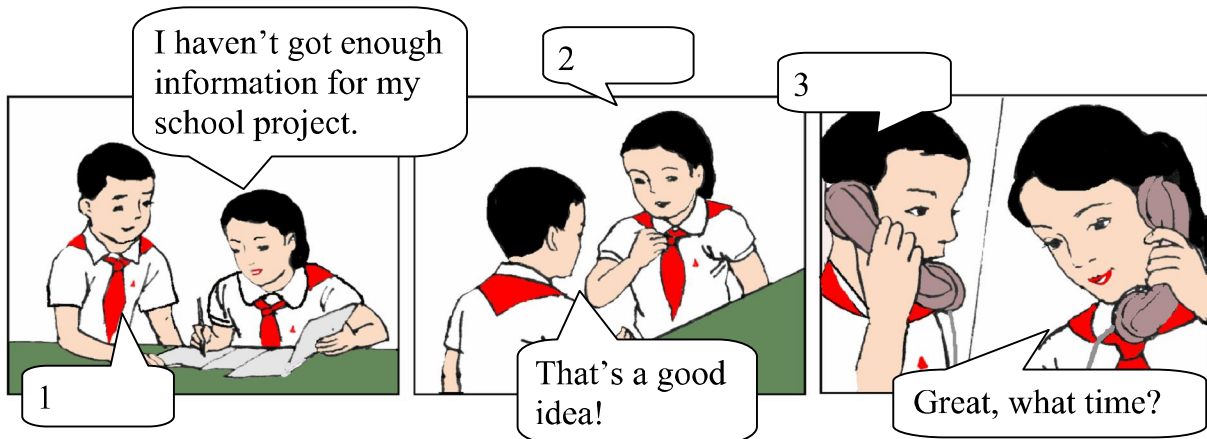
A picture dictionary (6)

Unit 25 General revision

Find out how much English you know and discover what's in the different rooms in the museum!

1 *Inviting and suggesting* An invitation

Look at the pictures. Circle the correct letter.

1 **a** Where is the museum?
b Why don't you go to the museum tomorrow?
c The museum is in the city centre.

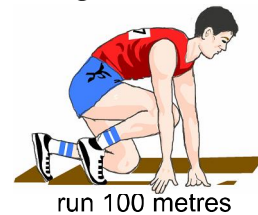
2 **a** Are you going to the museum?
b Did you go to the museum?
c Perhaps Un Ha would like to go with you.

3 **a** Hello, Un Ha. I'm going to the museum. Do you like to come with me?
b Hello, Un Ha. I'm going to the museum tomorrow. Would you like to come with me?
c Hello, Un Ha. I'm going to the museum tomorrow. You don't like to come with me.

2 *Asking the way* In the museum

Look at the map and circle the correct letter.

1 YONG NAM: Excuse me, where can we find the rainforest room?
GUIDE: It's here .... the cafe.
a opposite **b** under **c** next to

2 UN HA: Thanks. And where is the past discoveries room?
GUIDE: It's .... the library.
a on the left, next to **b** on the right, opposite
c on the right, next to

3 YONG NAM: Great. And is the sports room on the right?
GUIDE: ....
a Yes, that's right.
b No, it's on the left, opposite the shop.
c No, it's on the right, next to the shop.

run 100 metres

3 *Special verbs and adverbs*

In the sports room

3.1 The decathlon

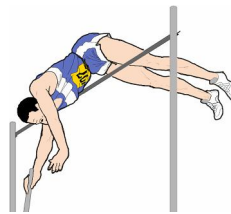
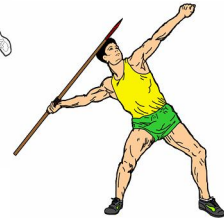
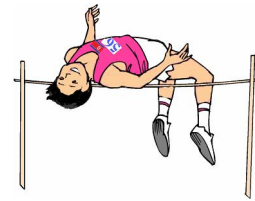
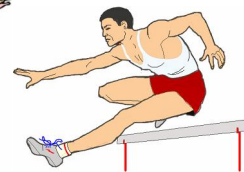
In a decathlon, you have to do ten different sports.

Chol Su is a decathlete. He enjoys some sports more than others.

HATES	DOESN'T MIND
discus	100 metres
shot	hurdles
	javelin

LIKES	LOVES
400 metres	1 500 metres
high jump	long jump
pole vault	

Write three sentences about him. For example:

He hates throwing the discus.

throw the shot
do the pole vault
throw the javelin
run 400 metres
do the high jump
run 1 500 metres
do the long jump
throw the discus
jump over the hurdles

3.2 How does Chol Su do it?

Circle the correct word.

1 For all the decathlon events Chol Su trains ....
   a hardly   b hard   c softly

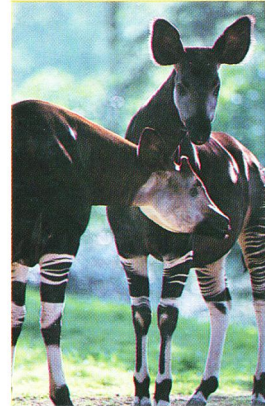
2 He jumps over the hurdles ....
   a good   b well   c high

3 He throws the javelin ....
   a careful   b long   c carefully

4 *Past simple* In the rainforest room

Read about the okapi. Write the correct past form of the verb for each gap.

THE OKAPI

For many years explorers ....**a**........(want) to see the mysterious okapis. They ....**b**........(believe) okapis were from the same family as zebras. They ....**c**........(look for) okapis high up the mountains. One day, hunters ....**d**........(carry) a dead animal back to the scientists. It was the body of an okapi! The feet and the tongue were not the same as a zebra's – they were the same as a giraffe's. How many more strange animals are living in the rainforests?

5 *Past simple* In the past discoveries room

5.1 An important discovery

Circle the correct answer.

1 A few years ago, builders .... working on a road to the new airport.
   a is beginning   b began   c begin

2 The builders ...... that in some places the earth was not flat.
   a see   b sees   c saw

3 They .... archaeologists to check the site.
   a told   b tell   c are telling

4 When archaeologists .... to the site they discovered that it was full of different things. It was the burial site of a king.
   a go   b went   c were going

5.2 In the burial site

Read about the burial sites.
Koguryo was well known for its might and its culture.
It's been proved by the remains excavated in the tombs of Koguryo, especially by the murals.

KOGURYO TOMB MURALS

Koguryo tomb murals can be called the best of the culture which was created by the talented people of Koguryo. Many tombs contain mural paintings and more than 50 tombs that have been discovered so far are already known for the murals. Typical of those are Anak Tomb No. 3, Susanri Tomb and three tombs in Kangso. Anak Tomb No. 3 in Anak County, South Hwanghae Province, is the tomb of a Koguryo King which was built in the middle of the 4th century. The murals inside this tomb are awesome in size and diverse in themes. Guardians of the king, scenes of wrestling, dancing and musical performance are painted on the walls in front of the chamber. Certainly the decorative power which was displayed by the Koguryo people is undeniable and they left a full record of a remarkable artistic capacity in the history of the world's ancient pictorial art.

Write three questions about the text.

How many *tombs were so far discovered?*
1 What ....?
2 Where ....?
3 When ....?

6 *Past continuous* In the energy and power room

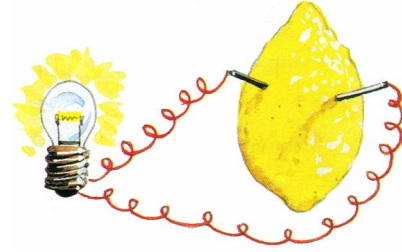
Read the dialogue. Choose the correct answer.

GUIDE: Come on everyone. It's 6 o'clock. Time to go now.
YONG NAM: Oh no! Is it really 6 o'clock?
UN HA: Did you see all the different batteries?
Yong NAM: No, I .... electricity with a lemon.
1 **a** made **b** am making **c** was making
UN HA: A lemon? How? What .... with it?
2 **a** were you doing **b** do you do **c** are you doing

YONG NAM: Well, I put a piece of copper wire into one side of the lemon and I .... the zinc wire into the other side when the man came in.

3 **a** put **b** puts **c** was putting

UN HA: So what happens if you do that?

YONG NAM: I don't know! The man came in and said we had to leave.

7 *Fluency* Imagine!

Imagine that you went to the living museum. Write a letter to a friend and describe the other things you saw in the rooms.

Extension

1 *Adverbs, special verbs* In the sports room

1.1 What's in the gym?

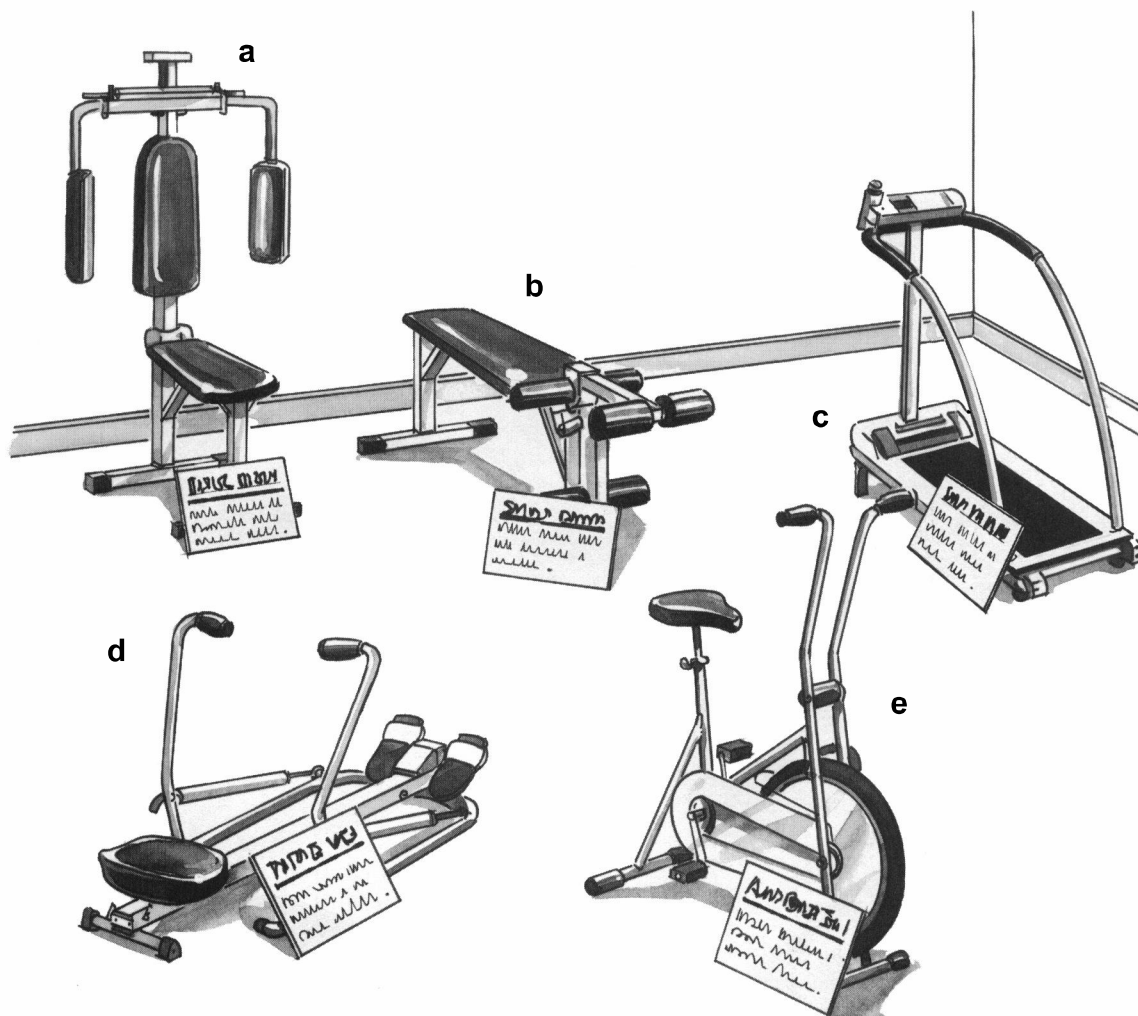
Mark is reading the descriptions for the equipment in the gym. Can you match the descriptions with the equipment?

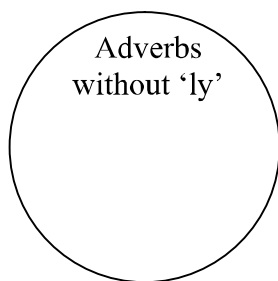
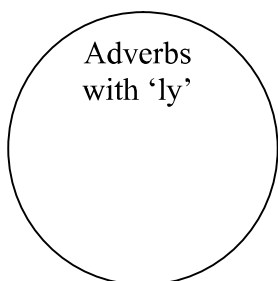
1 This machine helps your heart beat quickly. Put your feet carefully on the pedals. Ride slowly for one minute, then increase speed gradually. Stop after five minutes.

2 Sit comfortably on the seat – you can move it to the correct position. Hold the oars tightly and push your arms firmly. Row continuously for four minutes.

3 Stand near the front of the machine and move the dial to 1. Start jogging very gently for 45 seconds, move the dial to 2 and start jogging more quickly for another 45 seconds. Increase the speed to 5 and run fast for two minutes.

4 Weights are dangerous! We check this machine frequently but check it carefully yourself before you start! Don't use heavy weights immediately! Start gradually. Put the weights very carefully on the bottom of the machine. Push hard with your legs 20 times.

5 Sit back comfortably on the bench. Put your arms firmly around the two parts of the machine. Pull your arms together gradually. Repeat 15 times. If the weight is too heavy, stop immediately.

1.2 Different adverbs

Now find the adverbs in the descriptions and the rules. Write the adverbs with 'ly' in circle A and the adverbs without 'ly' in circle B.

RULES OF THE GYM

a Move around the room quietly.

b Always start slowly – don't push your body too hard.

c If you are in trouble, stop immediately.

d Our instructors know the machines well – ask if you need help.

1.3 An exercise programme

Mark is talking to Steve Johnson, an exercise trainer, about the equipment in the gym. Use the verbs in brackets to complete the sentences.

MARK: Do you use all the machines every day, Steve?
STEVE: No, not all of them!
MARK: Which ones do you like best?
STEVE: Well, I love .... (run) so I use the jogging machine every day.
MARK: And what about the boat?
STEVE: Well, I enjoy .... (row) against machines! When I first started .... (use) it I was on level 3 but now I'm on level 7.
MARK: What about the cycle machine?
STEVE: I don't mind .... (cycle). My legs are quite strong because I run every day.
MARK: When did you begin .... (train)?
STEVE: About a year ago. I hated .... (work) in an office.
MARK: So, what part of this job do you like best?
STEVE: I like .... (be) able to use all the equipment. Why don't you try?
MARK: OK ... but not today!

2 *Simple past: regular verbs* In the rainforest room

Read about how the continents moved. Can you write the correct form of the verb in the spaces?

Gondwanaland and the rainforests of New Guinea

In 1869, Alfred Wallace, a scientist,[1]______(notice) that the plants and animals in the south and the north of New Guinea are very different. He also [2]______(discover) that many plants and animals in the south are similar to plants and animals in Australia. He said that there was a 'line' that went through south Asia, with different animals and plants on each side of the line. He [3]_____(call) this 'Wallace's line'.

How did this happen? Today, scientists think that millions of years ago, all the land [4]____(move) together and [5]_____(form) one big continent,

'Pangaea' (Greek for 'all land'). Later Pangaea [6]_____(divide) into two supercontinents – Gondwanaland and Laurasia. These two supercontinents then [7]____(separate) into smaller pieces. Part of Gondwanaland [8]____(move) north and [9]____(crash) into part of Laurasia. The south of New Guinea was part of Gondwanaland and the north of New Guinea was part of Laurasia. When they [10]_____(crash) together, they [11]____(push) the land up – to make mountains. The animals and plants from Gondwanaland [12]___(stay) on one side of the mountains and the animals and plants from Laurasia [13]____(stay) on the other side. So that's why, today, they are different.

Gondwanaland and Laurasia [14]_____(continue) to move and break up. Today we have Africa, South America, Australia, Antarctica, India and southern Asia from Gondwanaland, and North America, Europe and northern Asia from Laurasia.

3 *Simple past: irregular verbs, questions and negatives*

In the past discoveries room

3.1 The pyramid city

Read about Teotihuacan, an ancient city in Mexico.

The city of Teotihuacan, near Mexico City, is about 2 000 years old. For 700 years, it was the largest city in the world – over 200 000 people lived there in 500 AD. Then, around 750 AD, the people left the city. No one knows for certain why they left the city. Archaeological work began in Teotihuacan in 1918 and we now know a lot about life there. It took 200 years to build the main pyramid. Inside the pyramid, archaeologists found many things which gave them clues about life in the city.

We know that the 'Teotihuacanos' understood the movement of the stars. We also know that they ate different kinds of meat and they caught fish. They drank 'pulque' – a special drink that they made from plants. In the market they bought and sold things. We don't know what language they spoke or if they knew how to write.

3.2 Irregular verbs

Look back at the text. There are 16 irregular Past tense verbs. Can you find them? Write them around the word square and then try to find the infinitive.

3.3 Who is right?

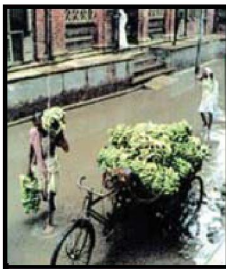
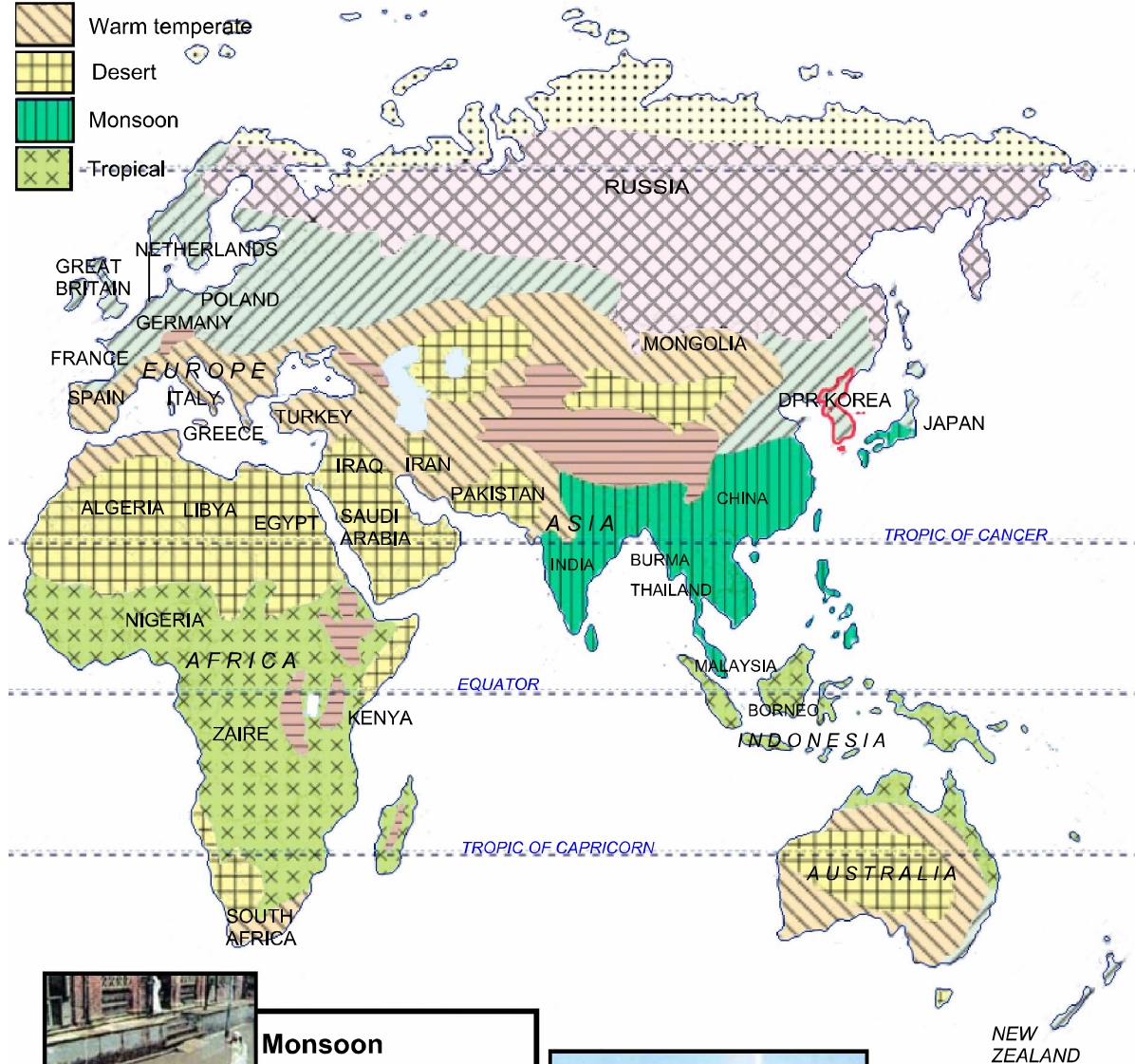
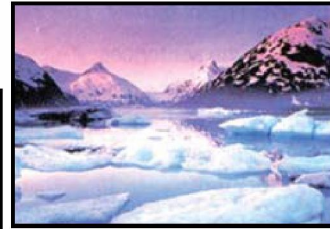
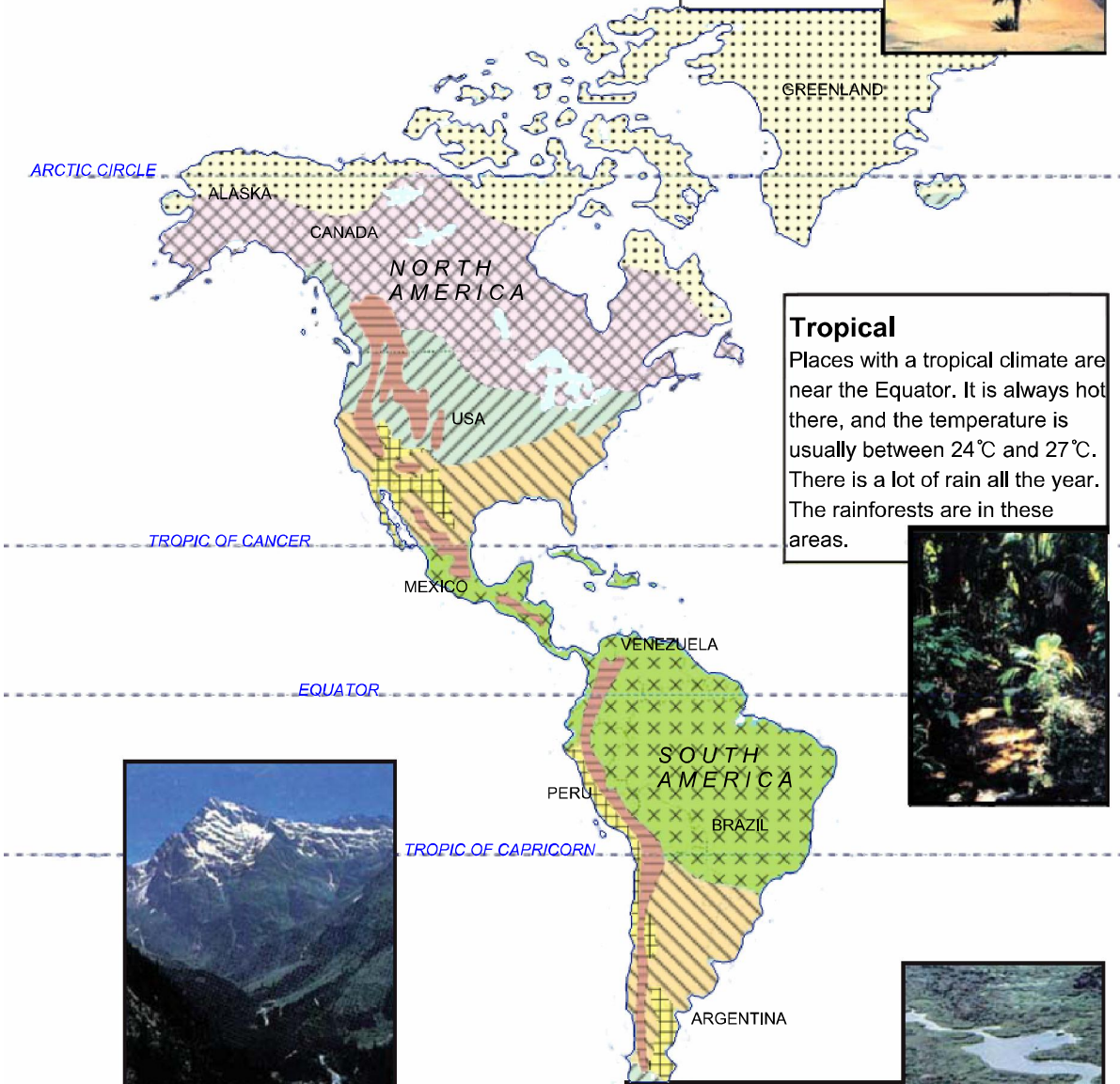
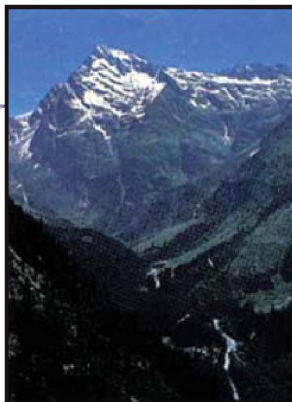
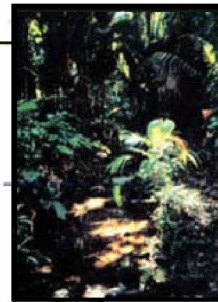
In the past discoveries room Mark met his younger friend, Ben. They talked about life in Teotihuacan. Can you complete Mark's answers?

BEN: Hi, Mark. What did you think of the Teotihuacan Exhibition?
MARK: Fantastic! But it didn't tell us about what they did in their free time.
BEN: Do you think they had television?
MARK: No, *they didn't have television* 1 500 years ago, Ben!
BEN: Maybe they went to the cinema?
MARK: Cinema! They .... then.
BEN: Do you think they listened to the radio?
MARK: ....
BEN: Well, perhaps the children rode bicycles.
MARK: ....
BEN: Perhaps they played on their computers.
MARK: ....
BEN: Well, what a boring life they had!

3.4 More questions

Can you write some more questions about Teotihuacan? Here are some ideas.

How did they build the pyramids?
Why did they build them?
Why did they leave the city?
Where did they go?

Map of the world
Polar
Tundra
Mountain
Cool temperate
Warm temperate
Desert
Monsoon
Tropical
Polar
In polar areas, it is very cold with strong, dry winds. The temperature in summer never rises above 10℃. The sun never rises above the horizon, even at midday.
RUSSIA
GREAT BRITAIN
NETHERLANDS
POLAND
GERMANY
FRANCE
EUROPE
SPAIN
ITALY
GREECE
TURKEY
MONGOLIA
DPR KOREA
JAPAN
IRAQ
IRAN
PAKISTAN
CHINA
ALGERIA
LIBYA
EGYPT
SAUDI ARABIA
ASIA
TROPIC OF CANCER
INDIA
BURMA
THAILAND
NIGERIA
AFRICA
MALAYSIA
EQUATOR
KENYA
ZAIRE
BORNEO
INDONESIA
TROPIC OF CAPRICORN
AUSTRALIA
SOUTH AFRICA
NEW ZEALAND
Monsoon
In areas with a monsoon climate, there are usually two very different seasons – a wet one and a dry one. In India, for example, they have very heavy rain from June to October. Then, in October, there is a sudden change and it is very dry until about March.
Cool temperate
In these areas they have rain almost all the year. The summers are usually warm (about 18—20℃) and winters are not very cold (usually above -3℃).

Warm temperate
Places with a warm temperate climate have very hot, dry summers – often over 40℃. The winters there are not normally very cold.
Desert
Places with a desert climate have less than 25cm of rain each year. There are very few clouds. This means that during the day, it is very hot (up to 52℃) but at night it gets very cold.
GREENLAND
ARCTIC CIRCLE
ALASKA
CANADA
NORTH AMERICA
USA
Tropical
Places with a tropical climate are near the Equator. It is always hot there, and the temperature is usually between 24℃ and 27℃. There is a lot of rain all the year. The rainforests are in these areas.
TROPIC OF CANCER
MEXICO
VENEZUELA
EQUATOR
SOUTH AMERICA
PERU
BRAZIL
TROPIC OF CAPRICORN
ARGENTINA
Mountain
The climate in mountain areas changes a lot with the height of the mountain. It is always colder in the mountains than in the lowlands. Sometimes, they get a lot of snow, ice and rain there.
Tundra
In areas with a tundra climate, there is very little rain. It is usually cold there and the summer is very short. Not many trees grow in these areas.

Irregular verbs

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
be	was, were	been	fly	flew	flown
become	became	become	forget	forgot	forgotten
begin	began	begun	forgive	forgave	forgiven
bite	bit	bitten	freeze	froze	frozen
blow	blew	blown	get	got	got
break	broke	broken	give	gave	given
bring	brought	brought	go	went	gone
build	built	built	grow	grew	grown
buy	bought	bought	hang	hung	hung
can	could	—	have	had	had
catch	caught	caught	hear	heard	heard
choose	chose	chosen	hide	hid	hidden
come	came	come	hit	hit	hit
cost	cost	cost	hold	held	held
cut	cut	cut	hurt	hurt	hurt
dig	dug	dug	keep	kept	kept
do	did	done	know	knew	known
draw	drew	drawn	lay	laid	laid
drink	drank	drunk	lead	led	led
drive	drove	driven	lean	leant	leant
eat	ate	eaten	learn	learnt	learnt
fall	fell	fallen		learned	learned
feed	fed	fed	leave	left	left
feel	felt	felt	lend	lent	lent
fight	fought	fought	let	let	let
find	found	found	lie	lay	lain

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
light	lit	lit	sit	sat	sat
	lighted	lighted	sleep	slept	slept
lose	lost	lost	slide	slid	slid
make	made	made	speak	spoke	spoken
mean	meant	meant	spell	spelt	spelt
meet	met	met		spelled	spelled
pay	paid	paid	spend	spent	spent
put	put	put	spread	spread	spread
read	read	read	stand	stood	stood
ride	rode	ridden	steal	stole	stolen
ring	rang	rung	stick	stuck	stuck
rise	rose	risen	swim	swam	swum
run	ran	run	swing	swung	swung
say	said	said	take	took	taken
see	saw	seen	teach	taught	taught
sell	sold	sold	tell	told	told
send	sent	sent	think	thought	thought
set	set	set	throw	threw	thrown
shake	shook	shaken	understand	understood	understood
shine	shone	shone	wake	woke	woken
shoot	shot	shot	wear	wore	worn
show	showed	shown	win	won	won
		showed	wind	wound	wound
shut	shut	shut	write	wrote	written
sing	sang	sung			
sink	sank	sunk			

Grammar summary

Theme A

특수동사 (Special verbs)

영어에서 일부 동사들뒤에는 **'-ing'**형의 보어가 온다. 이러한 동사들을 특수동사(special verbs)라고 한다.
다음의 뜻을 가진 동사들이 **'-ing'**형의 보어를 요구한다.

① 좋아한다든가, 싫어한다든가를 나타내는 동사들

like (좋아하다) hate (대단히 싫어하다, 증오하다)
enjoy (즐기다) love (대단히 좋아하다, 사랑하다)
don't mind (싫어하지 않다, 꺼리지 않다) dislike (싫어하다)

I **like** cook**ing**. (나는 료리하기를 좋아한다.)
I **love** rid**ing** my bicycle. (나는 자전거타기를 대단히 좋아한다.)

② 시작이나 중지의 뜻을 나타내는 동사들

start (시작하다) stop (멈추다) continue (계속하다)
finish (끝내다) begin (시작하다)

I **started** learn**ing** English three years ago.
(나는 3년전에 영어를 배우기 시작했다.)
Can you **stop** talk**ing**, please?
(제발 이야기를 좀 그만두십시오.)

부사 (Adverbs)

부사는 누가 혹은 무엇이 어떤 일을 어떻게 한다는것을 나타낸다. 이러한 부사들은 대체로 술어동사뒤에 온다.

① 대부분의 부사들은 형용사에 **'-ly'**를 붙여 만든다.

quick → quick**ly** The rabbit eats his fodder quick**ly**.
(빠른) (빨리) (그 토끼는 먹이를 재빨리 먹는다.)

slow → slow**ly** Please drive slow**ly** near the school.
(느린) (느리게) (학교가까이에서는 차를 천천히 모십시오.)

② **'-y'**로 끝나는 형용사는 **'-ily'**를 붙여 부사를 만든다.

happy → happ**ily** The children played happ**ily** in the garden.
(행복한) (행복하게) (아이들은 정원에서 즐겁게 놀았다.)

easy → eas**ily** I did that homework eas**ily**.
(쉬운) (쉽게) (나는 그 숙제를 쉽게 했다.)

③ 그러나 일부 부사들은 우의 경우와는 다르다.

good → well fast → fast hard → hard
(좋은) (잘) (빠른) (빨리) (부지런한) (부지런히)

She speaks Spanish very **well**. (그는 에스빠냐어를 아주 잘한다.)

The cheetah can run very **fast**. (치따는 아주 빨리 달릴수 있다.)

From morning till night, they worked **hard**. (아침부터 저녁까지 그들은 부지런히 일했다.)

Theme B

과거단순(시칭) (Past simple) (1)

과거의 어떤 순간(실례로 《오전에》,《어제밤》,《1993년에》,《4 000년전에》)에 일어난 일에 대하여 이야기할 때 과거단순(시칭)이 쓰인다.

'be'동사의 과거형

'be'동사의 과거형은 'was'와 'were'이다.

I	**was**	I **was** 13 last year. (지난해 나는 13살이였다.)
You	**were**	You **were** late for school this morning. (너는 오늘 아침 학교에 늦었다.)
He	**was**	He **was** a doctor for five years. (그는 5년동안 의사로 있었다.)
She	**was**	She **was** a teacher. (그 녀자는 교원이였다.)
It	**was**	It **was** very cold last night. (어제밤은 몹시 추웠다.)
We	**were**	We **were** in the library for three hours. (우리는 3시간동안 도서관에 있었다.)
You	**were**	You **were** all in the same group last year. (너희들은 지난해에 모두 같은 조에 있었다.)
They	**were**	They **were** the best students in the school. (그들은 학교에서 가장 우수한 학생들이였다.)

동사의 과거형: 규칙동사

일부 동사들의 과거형은 원형에 '-ed'를 붙여 만든다. 이 동사들을 규칙동사라고 한다. 동사의 과거형은 'be'동사를 제외하고 인칭과 수에 따라 변하지 않는다.

I play**ed** table tennis yesterday.
(나는 어제 탁구를 쳤다.)
He walk**ed** home from school last Monday.
(그는 지난주 월요일 학교에서 걸어서 집으로 돌아왔다.)
They start**ed** their homework at six o'clock.
(그들은 6시에 숙제를 하기 시작했다.)

Theme C

과거단순(시칭) (Past simple) (2)

동사의 과거형: 불규칙동사

일부 동사들의 과거형은 '-ed'로 끝나지 않는다. 이런 동사들을 **불규칙동사**라고 한다. (불규칙동사표를 참고하시오.)

go → went (가다) (갔다) — We **went** on holiday to Wonsan last year. (우리는 지난해 원산에 놀러갔다.)
make → made (만들다) (만들었다) — My mother **made** some cake yesterday. (나의 어머니는 어제 과자를 만들었다.)
see → saw (보다) (보았다) — I **saw** Su Nam last Thursday. (나는 지난주 목요일에 수남이를 보았다.)
have → had (가지다) (가졌다) — They **had** a lot of homework last night. (그들은 어제밤 숙제가 많았다.)

과거단순(시칭): 의문문과 부정문

과거단순(시칭)으로 된 일반의문문을 만들 때에는 주어앞에 'did'를 쓴다.

'Did'	주어	동사원형	
Did	they	go	home?
Did	you	read	the newspaper yesterday?

그들이 집으로 갔니? 너는 어제 신문을 읽었니?

과거단순(시칭)으로 된 특수의문문을 만들 때에는 'did'앞에 의문사 (when, why, how, what, where)를 쓴다.

When did they invent the wheel?
(그들이 언제 바퀴를 발명했니?)
Why did they come early this morning?
(그들이 오늘 아침 왜 일찍 왔니?)
How did people in the past communicate?
(지난 시기 사람들은 어떻게 의사소통을 했는가?)
How long did people live 4 000 years ago?
(4 000년전 사람들의 수명은 얼마였니?)
What did they do in the evenings?
(그들은 저녁마다 무엇을 하였니?)
Where did they find the Iceman?
(얼음사람을 어데서 발견했니?)

과거단순(시칭)으로 된 부정문을 만들 때에는 주어다음에 'didn't'를 쓴다.

주어	'didn't'	동사원형	
I	didn't	go	home on holiday last year.
She	didn't	watch	TV last night.

나는 지난해 방학에 집으로 가지 않았다.
그 녀자는 어제 밤 TV를 보지 않았다.

질문에 대하여 'did'나 'didn't'를 리용하여 짧게 대답할수 있다.

Did they live in the city? (그들이 그 도시에서 살았니?)
Yes, they did. (그래, 살았어.)
No, they didn't. (아니, 살지 않았어.)

Did they move to other villages? (그들이 다른 마을로 이사했니?)
Yes, they did. (응, 그래.)
No, they didn't. (아니.)

Theme D

'going to'

① 앞으로의 계획에 대하여 말할 때 쓴다.

I am **going to** watch a film on television at 9 p.m.
(나는 저녁 9시에 TV로 영화를 보려고 한다.)

They're **going to** play football on Sunday.
(그들은 일요일에 축구를 하려고 한다.)

② 앞으로 있게 될 일에 대하여 말할 때 쓴다.

Look at the sky. It's **going to** rain!
(하늘을 좀 봐. 비가 올것 같애.)

He's not looking. He's **going to** fall into the hole.
(그가 앞을 보지 않고있어. 구멍에 빠질거야.)

형태조성에 주의하시오.

주어 + 'be'	'going to'	동사원형	
I'm (I am)	going to	play	football after school.
You're (You are)	going to	be	late for school.

나는 수업후에 축구를 하려고 한다.
너는 수업에 지각하게 될거야.

'going to' 다음에 동사 **'go'** 를 쓸수 있다.

I'm **going to go** home at 3 p.m.
(나는 오후 3시에 집에 가려고 한다.)

They're **going to go** to Wonsan next summer.
(그들은 다음해 여름에 원산에 가려고 해.)

'have to'

① 그 무엇을 해야 할 필요가 있다고 말할 때 **'have to'**를 쓴다.

Children **have to** go to school.
(아이들은 학교에 가야 한다.)

I **have to** work from 9 a.m. to 5 p.m.
(나는 오전 9시부터 오후 5시까지 일해야 한다.)

② 'he'와 'she' 그리고 'it'다음에는 **'has to'**를 써야 한다.

He **has to** do his homework tonight.
(그는 오늘 밤 숙제를 해야 한다.)

③ 부정문을 만들 때에는 **'doesn't/don't'**를 쓴다.

They **don't have to** go to work on Sundays.
(그들은 일요일마다 일하러가지 않아도 된다.)

She **doesn't have to** wear overcoat.
(그 녀자는 외투를 입지 않아도 된다.)

④ **'have to'**의 과거형은 인칭과 수에 관계없이 긍정문일 때 **'had to'**, 부정문일 때 **'didn't have to'**이다.

In 1992 in Florida, thousands of people **had to** leave their homes.
(1992년 플로리다에서는 수천명의 사람들이 집을 떠나야 했다.)
It was a holiday yesterday, so I **didn't have to** go to school.
(어제는 휴식일이여서 학교에 갈 필요가 없었다.)

Theme E

'could'

① 누구에게 무엇을 해달라고 부탁할 때 **'could'**를 쓴다.

Could you answer the phone, please?
(전화를 좀 받아주십시오.)
Could you tell me what this word means, please?
(이 단어의 뜻이 무엇인지 설명을 좀 해주십시오.)

② 어떤 일을 해도 되는가고 물어볼 때도 **'could'**를 쓴다.

Could I go home early today, please?
(오늘 집에 일찍 가도 됩니까?)
Could I open the window, please?
(창문을 열어도 될가요?)

'would'

누구에게 무엇을 권할 때 **'would'**를 쓸수 있다.

Would you like a drink of orange?
(귤즙을 마시겠습니까?)
Would you like to come to my party?
(연회에 오시겠습니까?)

'enough'

'enough' 는 량이 적당하다는 뜻을 나타낸다. **'not enough'**는 바라거나 필요한 량보다 적다는것을 의미한다.

① **'enough'**는 명사의 앞에 놓인다.

There is **enough** *food* here for 3 people!
(음식은 3명이 먹어도 되겠구나!)
I haven't got **enough** *time* to read that book.
(나에게는 그 책을 읽을 시간이 없다.)

② **'enough'**는 형용사뒤에 놓인다.

He's not *old* **enough** to drive a car.
(그는 차를 운전할 나이가 되지 않았다.)
The trousers weren't *long* **enough** for Chol Nam.
(그 바지는 철남이가 입기에는 길이가 짧다.)

Theme F

과거지속(시칭) (Past continuous)

'be' 동사의 과거형 + 동사 'ing'

① 과거의 일정한 순간에 어떤 행동이 진행되고있었다는것을 나타낼 때 쓰인다.

I **was doing** my homework when my friend came to my house.
(내가 숙제를 하고있을 때 친구가 집에 왔다.)
Were they **singing** when she came?
(그 녀자가 왔을 때 그들은 노래를 부르고있었니?)
Were you **watching** television when the lights went out?
(TV를 보고있을 때 정전이 됐니?)

② 부정문을 만들 때에는 'not' 나 '-n't'를 쓴다.

He **wasn't looking** at the cars when he crossed the road.
(건늠길을 건늘 때 그는 차를 살피지 않고있었다.)

명령문 (Imperatives)

① 무엇을 하라고 말할 때 명령문을 쓸수 있다. 명령문은 문장앞에 'to' 없는 동사원형을 써서 만든다.

Wait here! (여기서 기다려라!)
Stay calm! (침착하시오!)

② 무엇을 하지 말라고 말할 때는 동사원형앞에 'Don't'를 쓴다.

Don't run! (뛰지 마시오!)
Don't shout! (소리치지 마시오!)
Don't make a noise! (떠들지 마시오!)

③ 더 친근하게 말할 때에는 'please'를 쓴다.

Please hurry! (서둘러주십시오!)
Come here, **please**! (여기로 오십시오!)
Please don't push. (밀지 마십시오!)
Please don't shout. (소리치지 마십시오!)

Vocabulary

Unit 1

anti-Japanese /ˌæntɪdʒæpəˈni:z/ *a* 항일의, 반일의

heroine /ˈherəʊɪn/ *n* 녀성영웅

flexible /ˈfleksəbl/ *a* 유연한, 융통성있는, 구부리기 쉬운

running /ˈrʌnɪŋ/ *n* 달리기

popular /ˈpɒpjʊlə/ *a* 대중적인

except /ɪkˈsept/ *prep* …을 제외하고

anaerobic /ˌæneəˈrəʊbɪk/ *a* 혐기성의

aerobic /eəˈrəʊbɪk/ *a* 호기성의

fit /fɪt/ *a* 적당한, 알맞춤한

keep fit 건강을 보존하다(유지하다)

lung /lʌŋ/ *n* 폐

a good way to do …하는데 좋은 방법(방도)

excellent /ˈeks(ə)lənt/ *a* 우수한, 훌륭한

muscle /ˈmʌsl/ *n* 근육, 힘살

improve /ɪmˈpru:v/ *v* 개선하다, 향상시키다, 좋게 하다

circulation /ˌsɜ:kjʊˈleɪʃən/ *n* 순환

blood circulation 피순환

badminton /ˈbædmɪntən/ *n* 바드민톤

cycling /ˈsaɪklɪŋ/ *n* 자전거타기

golf /gɒlf/ *n* 골프

lift /lɪft/ *v* 들어올리다

weight lifting 력기

champion /ˈtʃæmpjən/ *n* 우승자, 선수권보유자

champion swimmer 수영선수권보유자

top swimmer 가장 우수한 수영선수, 수영강자

paragraph /ˈpærəˌgrɑ:f/ *n* 단락

train /treɪn/ *v* 훈련하다, 훈련시키다

training /ˈtreɪnɪŋ/ *n* 훈련

length /leŋθ/ *n* 길이, 주로

schoolwork /ˈsku:lˌwɜ:k/ *n* 학업, 학습

win /wɪn/ *v* 이기다; 받다, 쟁취하다

gold /gəʊld/ *n* 금

medal /ˈmedl/ *n* 메달

win a gold medal 금메달을 쟁취하다

careful /ˈkeəful/ *a* 조심스러운, 세심한

Be careful! 주의하시오!

guided /ˈgaɪdɪd/ *a* 안내를 받는, 지도받는

exciting /ɪkˈsaɪtɪŋ/ *a* 자극적인, 아슬아슬한

Unit 2

dangerously /ˈdeɪndʒ(ə)rəsli/ *ad* 위험하게

easily /ˈi:zɪli/ *ad* 쉽게

opinion /əˈpɪnjən/ *n* 생각, 의견

loudly /laʊdli/ *ad* 크게, 큰소리로

won /wʌn/ *v* win의 과거 및 과거분사

sweetly /ˈswi:tli/ *ad* 귀맛좋게, 듣기좋게, 달콤하게

angrily /ˈæŋgrɪli/ *ad* 성나서

Frankfurt /ˈfræŋkfət/ *n* 프랑크푸르트

stay /steɪ/ *v* 머무르다, 지속하다

stay at the top 앞선 자리(순위)를 지켜내다(유지하다)

crawl /krɔ:l/ *v* 기(여가)다

bitten /ˈbɪtn/ *a* 물리운
toy /tɔɪ/ *n* 놀이감
beat /bi:t/ *v* 두드리다, (심장 등이) 뛰다
n 박동
situation /sɪtʃjʊˈeɪʃən/ *n* 조건, 환경
calculate /ˈkælkjʊˌleɪt/ *v* 계산하다
case /keɪs/ *n* 경우, 사건, 문제
in case of …의 경우에
in case of fire 화재가 난 경우
historical /hɪsˈtɒrɪkəl/ *a* 력사의, 력사에 관한
historical film 력사물영화
noisily /ˈnɔɪzɪli/ *ad* 소란스럽게
happily /ˈhæpɪli/ *ad* 행복하게, 기분좋게
detail /ˈdi:teɪl/ *n* 세부, 항목; 상세한 설명, 구체적인 내용
in detail 구체적으로
cartoon /kɑ:ˈtu:n/ *n* 만화(영화)
feature /ˈfi:tʃə/ *n* 특징; 장편영화
feature film 예술영화
diameter /daɪˈæmɪtə/ *n* 직경
formula /ˈfɔ:mjʊlə/ *n* 공식
circumference /səˈkʌmf(ə)rəns/ *n* 둘레
circumference of the circle 원둘레
triangle /ˈtraɪˌæŋgl/ *n* 3각형
area of triangle 3각형의 면적
equilateral /ˌi:kwɪˈlæt(ə)rəl/ *a* 등변의
equilateral triangle 2등변3각형
Cuba /ˈkju:bə/ *n* 꾸바
hardly /ˈhɑ:dli/ *ad* 거의 …하지 않다
as you know 너도 알다싶이
timeline /ˈtaɪmlaɪn/ *n* 시간선, 시간표

Unit 3

junior /ˈdʒu:njə/ *a* 초등의
member /ˈmembə/ *n* 성원, 회원, 단원
Children's Union member 소년단원
Children's Union Member's Day 소년단원의 날
take part in …에 참가하다
various /ˈveərɪəs/ *a* 각이한, 다양한
full marks 최우등
tidy /ˈtaɪdi/ *a* 단정한, 깨끗한
look tidy 단정하게 보이다
knife /naɪf/ *n* 손칼
keep *sth.* clean …을 깨끗하게 거두다(관리하다)
culture /ˈkʌltʃə/ *n* 문화
crossword /ˈkrɒsˌwɜ:d/ *n* 가로세로 단어맞추기

Unit 4

exactly /ɪgˈzæktli/ *ad* 정확히, 꼭, 엄밀히
problem /ˈprɒbləm/ *n* 문제, 어려운 문제
have problems with …하는데서 애로를 느끼다(문제거리가 생기다)
typical /ˈtɪpɪkəl/ *a* 전형적인, 대표적인
dine /daɪn/ *v* 식사하다
TV station TV방송국
thought /θɔ:t/ *v* think(생각하다)의 과거 및 과거분사
enough /ɪˈnʌf/ *a* 충분한
have enough time to do …할만한 충분한 시간이 있다
daily /ˈdeɪli/ *a* 매일의, 일상적인

routine /ruːˈtiːn/ *n* 늘 하는 일, 일과
daily routine 하루일과
get dressed 옷을 차려입다
go straight out to work 곧바로 일하러 나가다
cycle /ˈsaɪkl/ *v* 자전거를 타고가다
n 자전거, 오토바이; 주기, 순환기
top /tɒp/ *n* (병 등의) 뚜껑, 마개
express /ɪkˈspres/ *v* 표현하다

Unit 5

surface /ˈsɜːfɪs/ *n* (겉)면
per cent /pəˈsent/ *n* 퍼센트, 프로 (%)
rubber /ˈrʌbə/ *n* 고무
Java /ˈʤɑːvə/ *n* 자바섬
plant /plɑːnt/ *v* 심다
forever /fəˈrevə/ *ad* 영원히
comprehension /ˌkɒmprɪˈhenʃən/ *n* 리해, 리해력
extensive /ɪksˈtensɪv/ *a* 범위가 넓은, 대규모의
intensive /ɪnˈtensɪv/ *a* 집중적인, 철저한
discovery /dɪsˈkʌvəri/ *n* 발견
California /ˌkælɪˈfɔːnjə/ *n* 캘리포니아주
pine /paɪn/ *n* 소나무
Wollemi Pine 월레미소나무
Bristlecone Pine 브리슬콘소나무
chop /ʧɒp/ *v* (나무 등을) 찍다
chop down 찍어넘기다
root /ruːt/ *n* 뿌리
botanist /ˈbɒtənɪst/ *n* 식물학자
ring /rɪŋ/ *n* 년륜
cut /kʌt/ *v* 자르다, 베다; 교차하다
cut across 가로 자르다
sell /sel/ *v* 팔다
sometime /ˈsʌmˌtaɪm/ *ad* 언제인가, 어느때든
anyway /ˈenɪweɪ/ *ad* 어쨌든, 하여간

Unit 6

meteor /ˈmiːtjə/ *n* 운석
crash /kræ(ː)ʃ/ *v* 충돌하다, 부딪치다
crash into the Earth 지구와 충돌하다(부딪치다)
description /dɪsˈkrɪpʃən/ *n* 서술, 설명
meat-eater /ˈmiːtˌiːtə/ *n* 고기먹는 동물
protoceratops /pˌrəʊtəʊsɪˈrætəps/ *n* 초식룡
stegosaurus /ˈstegəˌsɔːrəs/ *n* 검룡
apatosaurus /ˌæpətə(ʊ)ˈsɔːrəs/ *n* 뢰룡
compsognathus /ˌkəmpsəgˈnæθəs/ *n* 육식룡
plate /pleɪt/ *n* 판, 박판; 접시, 식기류
fan /fæ(ː)n/ *n* 부채(모양의 물건), 선풍기
triangular /traɪˈæŋgjulə/ *a* 삼각의, 3각형의, 3각형모양의
along /əˈlɒŋ/ *prep* …을 따라
plant-eater /ˈplɑːntˌiːtə/ *n* 풀먹는 동물
spot /spɒt/ *v* 알아맞추다, 찾아내다
service /ˈsɜːvɪs/ *n* 봉사, 복무, 수리(봉사)
interest /ˈɪntrɪst/ *n* 흥미, 재미 *v* 흥미를 가지다
be interested in …에 흥미를 가지다, …을 재미있어하다
ending /ˈendɪŋ/ *n* 끝, 끝맺음
seismosaurus /ˌsaɪzməˈsɔːrəs/ *n* 씨즈모자우루스

at the time of dinosaurs 공룡이 살던 시기(시대)에
as (*ad, a*) as …과 같이 …만한, …만큼 …한
fossil /ˈfɒsl/ *n* 화석
valley /ˈvæli/ *n* 골짜기, 계곡, 산골짜기
bottom /ˈbɒtəm/ *n* 밑, 바닥, 기슭
prehistoric /ˌpri:(h)ɪsˈtɒrɪk/ *a* 유사이전의
  from prehistoric times 력사이전시대로부터
rope /rəʊp/ *n* 바줄
officially /ˈəfɪʃəli/ *ad* 공식적으로
suggest /səˈdʒest/ *v* 제의하다
function /ˈfʌŋ(k)ʃən/ *n* 기능
yuck /jʌk/ *int* 에그, 웩, 윽 (혐오, 분노, 거절을 나타내는 말) = yec(c)h
record /rɪˈkɔ:d/ *n* (축음기의) 소리판, 레코드
sharp /ʃɑ:p/ *a* 예리한, 뾰족한
shall /ʃæ(:)l/ *aux v* …할것이다

Unit 7

friendship /ˈfren(d)ʃɪp/ *n* 친선
  the International Friendship Exhibition House 국제친선전람관
landscape /ˈlæn(d)skeɪp/ *n* 경치, 풍경
plain /pleɪn/ *a* 평평한, 평탄한
  n 평원, 벌판
democratic /ˌdeməˈkrætɪk/ *a* 민주주의의, 민주주의적인
republic /rɪˈpʌblɪk/ *n* 공화국
a little way from …으로부터 조금 가면
hundred /ˈhʌndrəd/ *num* 백, 100
  hundreds of thousands of 수십만의, 몇십만의
famous /ˈfeɪməs/ *a* 유명한, 이름난, 잘 알려진
  famous for …으로 이름난(유명한)
preserve /prɪˈzɜ:v/ *v* 보관하다, 보존하다
priceless /ˈpraɪslɪs/ *a* 귀중한, 소중한
sent /sent/ *v* send(보내다)의 과거 및 과거분사
natural /ˈnætʃ(ə)rəl/ *a* 자연적인, 자연의
Manphok Valley 만폭동
fall /fɔ:l/ *n* 폭포, 떨어짐; 가을
  Kuryong Falls 구룡폭포
lagoon /ləˈgu:n/ *n* 늪, 못, 개펄
  Samil Lagoon 삼일포
beauty /ˈbju:ti/ *n* 아름다움
scenic /ˈsi:nɪk/ *a* 경치좋은, 명승의
  scenic spot 명승지
sunrise /ˈsʌnraɪz/ *n* 해돋이, 동틀무렵
snowscape /sˈnəʊsˌkeɪp/ *n* 설경
azalea /əˈzeɪljə/ *n* 진달래
  royal azalea 철쭉
pass /pɑ:s/ *n* 좁은 통로, 산길, 고개
  Chol Pass 철령
post /pəʊst/ *n* 초소
  Tabaksol Post 다박솔초소
era /ˈɪərə/ *n* 시대
  Songun era 선군시대
immemorial /ˌɪmɪˈmɔ:rɪəl/ *a* 먼 옛날의, 태고의
  from time immemorial 태고로부터 지금까지, 먼 옛날부터
tapestry /ˈtæpɪstri/ *n* 금수장(의 한가지)

calm /kɑ:m/ *a* 고요한, 진정된, 잔잔한
  a land of morning calm 맑은 아침의 나라
limpid /ˈlɪmpɪd/ *a* 맑은, 투명한, 명쾌한
stream /stri:m/ *n* 시내, 흐르는 물
newly /ˈnju:li/ *ad* 새로이, 요사이
emerge /ɪˈmɜ:dʒi/ *v* 나타나다, 출현하다
associate /əˈsəʊʃɪˌeɪt/ *v* (…과) 련관시키다, (…에) 참가시키다
wise /waɪz/ *a* 현명한
leadership /ˈli:dəʃɪp/ *n* 령도

Unit 8

sure /ʃʊə/ *a* 틀림없는, 확실한
  for sure 틀림없이, 확실히, 꼭
certainly /ˈsɜ:tnli/ *ad* 확실히
wonder /ˈwʌndə/ *n* 놀라운 일, 기적
liquid /ˈlɪkwɪd/ *a* 액체의, 류동하는
  liquid rock 용암
explode /ɪksˈpləʊd/ *v* 폭발하다
lava /ˈlɑ:və/ *n* 용암
pacific /pəˈsɪfɪk/ *a* 태평양의; 잔잔한
ocean /ˈəʊʃən/ *n* 대양
  Pacific Ocean 태평양
active /ˈæktɪv/ *a* 활동적인, 활성화된
  active volcano 활화산
Iceland /ˈaɪslənd/ *n* 이슬란드
magma /ˈmægmə/ *n* 암장, 마그마
Vesuvius /vɪˈsu:vjəs/ *n* 베주비오화산 (이딸리아)
Pompeii /pɒmˈpeɪi:/ *n* 뽐뻬이 (이딸리아)
AD /ˈeɪdi:/ 기원후 ＝Anno Domini
BC /ˈbɪsi:/ 기원전 ＝Before Christ
erupt /ɪˈrʌpt/ *v* 분출하다
Paricutin /pəˌri:kəˈti:n/ *n* 빠리꾸띤화산 (메히꼬)
San Juan /ˈsæn(h)ˈwɑ:n/ *n* 싼후안 (메히꼬)
surprise /səˈpraɪz/ *v* 놀라게 하다, 놀래우다
  be surprised to (hear, see ...) (…을 듣고, 보고) 놀라다
frightened /ˈfraɪtnd/ *a* 겁이 난, (…을) 무서워하여
steam /sti:m/ *n* 증기, 연기, 김
hurry /ˈhʌri/ *n* 서두름, 덤빔
  v 서두르다
  hurry back 서둘러 돌아가다
church /ʧə:ʧ/ *n* 교회당
jungle /ˈdʒʌŋgl/ *n* (열대지방의) 원시림, 산림, 밀림(지대)

Unit 9

detective /dɪˈtektɪv/ *n* 탐정
Chomsongdae *n* 첨성대
observation /ˌɒbzəˈveɪʃən/ *n* 관측, 관찰
astronomical /ˌæstrəˈnɒmɪkəl/ *a* 천문의, 천문학상의
observatory /əbˈzɜ:vət(ə)ri/ *n* 관측대, 기상관측소
invention /inˈvenʃən/ *n* 발명, 창안
electronic /ɪlekˈtrɒnɪk/ *a* 전자의, 전자식의
bulb /bʌlb/ *n* 구형의 물건, 전구
electric /ɪˈlektrɪk/ *a* 전기의, 전기식의
sail /seɪl/ *v* 항행하다
  round-the-world sailing ship 세계일주항행선박

printing press 인쇄기
mausoleum /ˌmɔ:səˈlɪəm/ *n* (규모가 큰) 릉, 묘
Tangun Mausoleum 단군릉
rebuild /rɪˈbɪld/ *v* 재건하다, 다시 건설하다
dagger /ˈdægə/ *n* 단검
pipha-shaped dagger 비파형단검
century /ˈsentʃʊri/ *n* 세기
type /taɪp/ *n* 활자
metal /ˈmetl/ *n* 금속, 쇠붙이
metal type 금속활자
engine /ˈendʒɪn/ *n* 기관, 발동기
compass /ˈkʌmpəs/ *n* 콤파스
fasten /ˈfɑ:sn/ *v* 조여매다, 조이다
seat /si:t/ *n* 자리, 좌석
belt /belt/ *n* 허리띠, 띠
seat belt 안전띠
journey /ˈdʒɜ:ni/ *n* 려행
flight /flaɪt/ *n* 비행, 날기
earlier /ˈɜ:lɪə/ *ad* 더 앞서
Mayan /ˈmaɪ(j)ən/ *a* 마야인의, 마야문명(시대)의
Chichen Itza /tʃˈɪtʃen ɪˈtsɑ/ *n* 치쩬 이짜
iron /ˈaɪən/ *n* 철, 쇠, 다리미
Iron Age 철기시대
unfasten /ˌʌnˈfɑ:sn/ *v* 풀다
step /step/ *v* 걷다, 나아가다, 걸음을 옮기다 *n* 걸음
step out of …밖으로 걸음을 옮기다(내짚다)
archaeologist /ˌɑ:kɪəˈɒlədʒɪst/ *n* 고고학자
scan /skæ(:)n/ *v* 조사하다
walker /ˈwɔ:kə/ *n* 걷는 사람, 걷기선수
mystery /ˈmɪst(ə)ri/ *n* 신비(로운것)
Alps /ælps/ *n* 알프스산줄기
border /ˈbɔ:də/ *n* 경계, 국경
on the border of …의 경계선(국경)에
bow /bəʊ/ *n* 활
axe /æks/ *n* 도끼
immediately /ɪˈmi:dɪətli/ *ad* 곧, 인차
melt /melt/ *v* 녹이다, 녹다
sandstorm /ˈsændˌstɔ:m/ *n* 모래폭풍
Austria /ˈɒstrɪə/ *n* 오스트리아
Vienna /vɪˈenə/ *n* 윈 (오스트리아의 수도)
filled with …으로 채워진
Denmark /ˈdenmɑ:k/ *n* 단마르크
boot /bu:t/ *n* 장화
bowl /bəʊl/ *n* 사발, 밥그릇
seed /si:d/ *n* 씨앗, 종자
crop /krɒp/ *n* 농작물, 수확물
jewellery /ˈdʒu:əlri/ *n* 보석류
wine /waɪn/ *n* 술
papyrus /pəˈpɪərəs/ *n* 《식물》 파피루스, 종이풀; 종이
corn /kɔ:n/ *n* 곡물, 알곡, 강냉이
war /wɔ:/ *n* 전쟁
fight war 전쟁을 하다
footpath /ˈfʊtpɑ:θ/ *n* 걸어다녀서 생긴 길, 오솔길
shoulder /ˈʃəʊldə/ *n* 어깨
iceman /ˈaɪsˌmæn/ *n* 얼음사람, 얼음과자제조(판매)업자
leather /ˈleðə/ *n* 가죽
believe (in) /bɪˈli:v/ *v* (…을) 믿다, 신뢰하다
death /deθ/ *n* 죽음
document /ˈdɒkjʊmənt/ *n* 문서, 문건
paw /pɔ:/ *n* 발톱

advance /ədˈvɑːns/ *v* 발전하다, 전진하다

advanced /ədˈvɑːnst/ *a* 앞선, 발전된

villager /ˈvɪlɪʤə/ *n* 부락사람, 마을사람

Unit 10

any more 더는

in those days 그 시기, 그때

machine /məˈʃiːn/ *n* 기계

farm machine 농기계

stranger /ˈstreɪnʤə/ *n* 낯선 사람, 처음 보는 사람

wore /wɔː/ *v* wear(입다)의 과거

exchange /ɪksˈʧeɪnʤ/ *v* 교환하다, 바꾸다, 주고받다

react /rɪækt/ *v* (…에) 반응하다, 반작용하다

luck /lʌk/ *n* 행운, 운, 운수

should /ʃʊd/ *aux v* shall의 과거

brilliant /ˈbrɪljənt/ *a* 빛나는, 천재적인, 총명한

Brilliant! 멋있(었겠)는데!

handball /ˈhæ(ː)ndˌbɔːl/ *n* 송구

lucky /ˈlʌki/ *a* 운수좋은, 행운의

You lucky thing! 너 참 운수가 좋구나!, 참 좋았겠구나!

accidental /ˌæksɪˈdentl/ *a* 우연한, 우연히 일어나는

the Dead Sea 사해 (팔레스티나와 요르단사이에 있는 짠물호수)

scroll /skrəʊl/ *n* 종이말이, 두루말이

Qumran /kʊmˈrɑːn/ *n* 쿰란 (요르단)

ride /raɪd/ *n* 타고감, 태움 *v* 타다, 타고가다

reaction /ri(ː)ˈækʃən/ *n* 반응, 대응

give reaction 말을 받다, 대응하다

felt /felt/ *v* feel(느끼다)의 과거 및 과거분사

feel ill 아픔을 느끼다

took /tʊk/ *v* take(가지고가다)의 과거

take *sb.* for a ride in …을 …에 태우려고 데려가다, …을 …에 데려가 …에 태우다

Unit 11

event /ɪˈvent/ *n* 일, 사건, 사변

found /faʊnd/ *v* 창건하다, 창시하다

skim /skɪm/ *v* 대충 훑어보다

feudal /ˈfjuːdl/ *a* 봉건의, 봉건적인

kingdom /ˈkɪŋdəm/ *n* 왕국

lord /lɔːd/ *n* 령주, 주인

feudal lord 봉건령주

establish /ɪsˈtæblɪʃ/ *v* 설립하다, 설치하다, 세우다

dynasty /ˈdɪnəsti/ *n* 왕조

name *A B* *A* 를 *B*라고 이름짓다

make *A B* *A* 를 *B*로 만들다

Hunminjongum *n* 훈민정음

righteous /ˈraɪʧəs/ *a* 옳은, 정의의, 공정한

reign /reɪn/ *n* 통치, 지배

admiral /ˈædm(ə)rəl/ *n* 해군대장, 해군제독

turtle /ˈtɜːtl/ *n* 거부기

turtle ship 거북선

ironclad /ˈaɪənˌklæd/ *a* 철갑을 씌운, *n* 철갑선, 장갑함

battleship /ˈbætlʃɪp/ *n* 전투함선

ironclad battleship 철갑선

gain /geɪn/ *v* 얻다, 획득하다

fame /feɪm/ *n* 유명, 명성
patriotic /ˌpætrɪˈɒtɪk/ *a* 애국적인, 애국의
  Imjin Patriotic War 임진조국전쟁
invader /inˈveɪdə/ *n* 침략자
pirate /ˈpaɪərɪt/ *n* 해적
  pirate ship 해적선
invade /ɪnˈveɪd/ *v* 침략하다, 침공하다
be set on fire 불에 타다, 화공을 받다
imperialist /ɪmˈpɪərɪəlɪst/ *n* 제국주의자 *a* 제국주의의
imperialism /ɪmˈpɪərɪəlɪzm/ *n* 제국주의
force /fɔ:s/ *v* 강요하다
  force *sb.* to do *sth.* …에게 …하라고 강요하다
treaty /ˈtri:ti/ *n* 조약
  Ulsa Treaty 을사조약
government /ˈgʌvə(n)mənt/ *n* 정부
forge /fɔ:ʤ/ *v* 날조하다
finally /ˈfaɪnəli/ *ad* 최종적으로, 종당에는
occupy /ˈɒkjʊpaɪ/ *v* 강점하다
colony /ˈkɒləni/ *n* 식민지
US=United States 미국
founder /ˈfaʊndə/ *n* 창건자, 창시자
socialist /ˈsəʊʃəlɪst/ *n* 사회주의자 *a* 사회주의의
socialism /ˈsəʊʃəlɪzm/ *n* 사회주의
form /fɔ:m/ *v* 결성하다, 뭇다
down with (명령) …을 타도하다, …을 반대하다
  Down-with-Imperialism Union 타도제국주의동맹
arm /ɑ:m/ *v* 무장하다
  armed force 무장력, 무력
revolutionary /ˌrevəˈlu:ʃənəri/ *a* 혁명의, 혁명적인
army /ˈɑ:mi/ *n* 군대, 부대
  Korean People’s Revolutionary Army 조선인민혁명군
led /led/ *v* lead(령도하다, 이끌다)의 과거 및 과거분사
war against …을 반대하는 전쟁
victory /ˈvikt(ə)ri/ *n* 승리
consolidate /kənˈsɒlɪdeɪt/ *v* 공고화하다, 강화하다
liberate /ˈlɪbəreɪt/ *v* 해방하다
system /ˈsɪstəm/ *n* 체계, 제도
  socialist system 사회주의제도
strongly /ˈstrɒŋli/ *ad* 세게, 강하게
take two parts in the conversation 대화에서 두 사람의 역(할)을 하다
surprise /səˈpraɪz/ *n* 놀라운 일, 놀라운것
pretend /prɪˈtend/ *v* …인듯이 가장하다, …인체 하다

Unit 12

Jolbon *n* 졸본 (고구려의 수도)
be moved to …에로 옮겨지다
palace /ˈpælɪs/ *n* 궁전, 왕궁
  king’s palace 왕궁
good to live (in) 살기 좋은
basin /ˈbeɪsn/ *n* 분지, 류역
transport /ˈtrænspɔ:t/ *n* 운수, 수송, 운반
at the foot of …의 기슭에
develop /dɪˈveləp/ *v* 발전시키다
cloth /klɒθ/ *n* 천
aggressor /əˈgresə/ *n* 침략자

Sui /swi:/ *n* 수나라
Tang /tæŋ/ *n* 당나라
several /ˈsevrəl/ *a* 여럿의, 여러개의
occasion /əˈkeɪʒən/ *n* 기회, 경우, 때
on several occasions 여러 차례에 걸쳐
last /lɑ:st/ *v* 지속되다, 연장되다
defeat /dɪˈfi:t/ *v* 격파하다, 물리치다
enemy /ˈenəmi/ *n* 적
attack /əˈtæk/ *v* 공격하다
gun /gʌn/ *n* 총, 포
winning /ˈwɪnɪŋ/ *a* 이긴, 이기는
spectator /spekˈteɪtə/ *n* 구경군, 관람자
similar (to) /ˈsɪmɪlə/ *a* (…과) 비슷한
Aztecs /ˈæzteks/ *n* 아즈떼까(족, 사람)
diet /ˈdaɪət/ *n* (치료)식사, 알맞춤한 식사, 규정식사
cotton /ˈkɒtn/ *n* 목화(솜), 면
fisherman /ˈfɪʃəmən/ *n* 어부, 어로공
god /gɒd/ *n* 신
make *sb.* happy …을 행복하게 하다
make *sb.*(*sth.*) do …가 …하게 하다
prisoner /ˈprɪznə/ *n* 포로, 수감자
pass /pɑ:s/ *v* (시험 등에서) 통과하다, 합격하다

Unit 13

affect /əˈfekt/ *v* 영향을 주다
boating /ˈbəʊtɪŋ/ *n* 뽀트타기, 배놀이
gather /ˈgæðə/ *v* 모으다, 집합하다
influence /ˈɪnflʊəns/ *v* 영향을 미치다, 영향을 주다
tropical /ˈtrɒpɪkəl/ *a* 열대(성)의
temperate /ˈtemp(ə)rət/ *a* 온화한
tundra /ˈtʌndrə/ *n* 동토대
monsoon /mɒnˈsu:n/ *n* 계절풍
polar /ˈpəʊlə/ *a* (지구의 남・북)극(지)의
pressure /ˈpreʃə/ *n* 압력
air pressure 기압
reflect /rɪˈflekt/ *v* 반사하다, 반영하다
raw /rɔ:/ *a* 날것의, 생것의, 가공하지 않은
curry /ˈkʌri/ *n* 카레가루, 카레료리
opposite /ˈɒpəzɪt/ *n* 반대말 =antonym
heavily /ˈhevɪli/ *ad* 억수로, 무겁게
region /ˈri:dʒən/ *n* 지역, 지방
all the year round 년중내내
Beaufort scale /ˈbəʊfət skeɪl/ 보퍼트풍력등급
measure /ˈmeʒə/ *n* 측정 *v* 측정하다, 재다, 계량하다
gently /ˈdʒentli/ *ad* 부드럽게, 약하게
branch /brɑ:ntʃ/ *n* 나무가지
break /breɪk/ 깨뜨리다, 마스다, 부러뜨리다
damage /ˈdæmɪdʒ/ *n* 손해, 손상 *v* 손해(손상)를 입히다
hurricane /ˈhʌrɪkən/ *n* 폭풍, 돌개바람, 태풍
the eye of hurricane 태풍의 중심
destroy /dɪsˈtrɔɪ/ *v* 파괴하다
pull up (우로) 잡아뽑다
round /raʊnd/ *a* 둥근, 원형의, 도는, 한바퀴 도는
go round and round 빙글빙글 돌아가다
spiral /ˈspaɪərəl/ *a, n* 라선형의 (물건)
in a spiral 라선형으로
flood /flʌd/ *n* 홍수, 큰물 *v* 범람하다, 침습하다
disaster /dɪˈzɑ:stə/ *n* 재난, 재해
stop *sth.*(*sb.*) doing …이 …하는것을 중지시키다(그만두게 하다)

Netherlands /ˈneðələnz/ *n* 네데를란드
dyke /daɪk/ *n* (특히 네데를란드의) 뚝, 제방, 언제
canal /kəˈnæl/ *n* 운하
nowhere /ˈnəʊweə/ *ad* 아무데도 …없다(않다)
have nowhere to live 살곳이 없다
make sure that …이라는것을 확인하다
Sahel /ˈsɜːheɪl/ *n* 사헬지역
direction /diˈrekʃən/ *n* 방향
receive /rɪˈsiːv/ *v* 받다
link /lɪŋk/ *v* 련결하다, 이어주다
discourse /ˈdɪskɔːs/ *n* 이야기 *v* 담화하다
Mediterranean /ˌmedɪtəˈreɪnjən/ *n*, *a* 지중해(의)
warn /wɔːn/ *v* 경고하다
forest fire 산불
petrol /ˈpetrəl/ *n* 휘발유
snowstorm /ˈsnəʊˌstɔːm/ *n* 눈보라, 눈폭풍
aid /eɪd/ *n* 도움, 방조
kit /kɪt/ *n* (작업 등의) 도구일식
first aid kit 구급함
tank /tæŋk/ *n* 물탕크
normally /ˈnɔːməli/ *ad* 보통, 정상으로
incredibly /ɪnˈkredəbli/ *ad* 믿기 어려울 정도로
as well 또한, 역시
feather /feðə/ *n* 깃, 깃털
Jamaica /ʤəˈmeɪkə/ *n* 쟈메이커

Unit 14

aerosol /ˈeərə(ʊ)sɒl/ *n* 공기졸, 연무질, 분무질약제
spray /spreɪ/ *n* 분무 *v* 뿌리다
pollution /pəˈluːʃən/ *n* 공해, 오염
air pollution 공기오염
capitalist /ˈkæpɪtəlɪst/ *n* 자본가 *a* 자본주의의
representative /ˌreprɪˈzentətɪv/ *n* 대표 *a* 표현하는
conference /ˈkɒnf(ə)rəns/ *n* 회의, 대회
protect /prəˈtekt/ *v* 보호하다
historic /hɪsˈtɒrɪk/ *a* 력사상 중요한(유명한)
United Kingdom 영국
company /ˈkʌmp(ə)ni/ *n* 회사
public /ˈpʌblɪk/ *a* 공공의, 공중의
public transport 공공교통수단
recycle /ˌriːˈsaɪkl/ *v* 재생(리용)하다, 회수리용하다
football boots 축구용신발, 축구화
lose /luːz/ *v* 잃다, 잃어버리다
bench /bentʃ/ *n* 긴의자
sale /seɪl/ *n* 판매
for sale (물건을) 팔; 팔려고 내놓은
certain /ˈsɜːtn/ *a* 확실한
hurt /hɜːt/ *v* 상처를 입히다, 아프다
get hurt 다치다, 상처를 입다
unable /ˌʌˈneɪbl/ *a* …할수 없는
make one's bed 잠자리를 펴다
order /ˈɔːdə/ *v* 주문하다, 명령하다
last /lɑːst/ *a* 마지막의
waiter /ˈweɪtə/ *n* (남자)접대원
waitress /ˈweɪtrɪs/ *n* 녀자접대원
melon /ˈmelən/ *n* 참외
water melon 수박
mess /mes/ *n* 엉망진창
least /liːst/ *a* little의 최상급
hamburger /ˈhæmbɜːgə/ *n* 햄버거

pie /paɪ/ *n* 파이
dessert /dɪˈzɜ:t/ *n* 다과
towards /təˈwɔ:dz/ *prep* …을 향하여, …으로
score /skɔ:/ *v* 득점하다, 점수를 얻다
salad /ˈsæləd/ *n* 살라드
omelette /ˈɒmlɪt/ *n* 오무레트
mineral water 약수, 광천수, 탄산수
That sounds good. 좋은 생각같애.
=That's a good idea.
afterwards /ˈɑ:ftəwədz/ *ad* 후에, 후날에, 후일에

Unit 15

outdoor /ˈaʊtdɔ:/ *a* 바깥의, 야외의
leisure /ˈleʒə/ *n* 한가한 시간, 휴식
sled /sled/ *n* 썰매
seesaw /ˈsi:sɔ:/ *v* 널뛰기를 하다
wrestling /ˈreslɪŋ/ *n* 레스링
Korean wrestling 씨름
chess /ʧes/ *n* 장기
play a chess 장기를 하다
gardening /ˈgɑ:dnɪŋ/ *n* 정원가꾸기, 원예
cricket /ˈkrɪkɪt/ *n* 크리케트; 귀뚜라미
suppose /səˈpəʊz/ *v* (…이라고) 생각하다, 가정하다
camping /ˈkæmpɪŋ/ *n* 야영, 천막생활
have a picture(photograph) taken 사진을 찍다
own /əʊn/ *v* 소유하다
bird-watch *v* (흥미거리로) 들새를 관찰하다
temple /ˈtempl/ *n* 절간, 사원
route /ru:t/ *n* 로정, 길, 통로
hermitage /ˈhɜ:mɪtɪʤ/ *n* 암자, 수도원
pavilion /pəˈvɪljən/ *n* 전망대
Inho Pavilion 인호대

Unit 16

Tuareg /ˈtwɑ:reg/ *n* 투와레그(족, 사람)
came /keɪm/ *v* come(오다)의 과거
midday /ˈmɪddeɪ/ *n* 한낮, 정오
a 한낮의
lizard /ˈlɪzəd/ *n* 도마뱀
water hole 물웅뎅이, 물주머니; (사막의) 샘, 우물
way of life 생활방식, 생존방식
litre /ˈli:tə/ *n* 리터 (L)
pineapple /ˈpaɪnæpl/ *n* 파이내플
changing /ˈʧeɪnʤɪŋ/ *a* 변하는, 변하고있는
examination /ɪgzæmɪˈneɪʃən/ *n* 시험
=exam
tidy /ˈtaɪdi/ *v* 정리하다, 정돈하다

Unit 17

material /məˈtɪərɪəl/ *n* 원료, 재료, 소재
raw material 원료
primary /ˈpraɪməri/ *a* 초보의, 1차의
product /ˈprɒdʌkt/ *n* 제품, 생산물
primary products 1차산물
discussion /dɪsˈkʌʃən/ *n* 론의, 토론
agricultural /ˌægrɪˈkʌlʧ(ə)rəl/ *a* 농업의, 농촌의
agricultural products 농산물
import /ɪmˈpɔ:t/ *v* 수입하다
export /eksˈpɔ:t/ *v* 수출하다
wheat /wi:t/ *n* 밀
sugar /ˈʃʊgə/ *n* 사탕가루, 사탕수수당

copper /ˈkɒpə/ *n* 동
aluminium /ˌæljʊˈmɪnjəm/ *n* 알루미니움
cocoa /ˈkəʊkəʊ/ *n* 코코아
manufacture /ˌmænjʊˈfæktʃə/ *v* 제조하다
foodstuff /ˈfu:dˌstʌf/ *n* 식료품
complex /ˈkɒmpleks/ *n* 집합체, 복합체
household /ˈhaʊsˌ(h)əʊld/ *a* 한집의, 가사의, 가족의 *n* 집안, 가족
goods /gʊdz/ *n* 재산, 상품, 물건
household goods 집재산, 가장집물
footwear /ˈfu:tweə/ *n* (집합적) 신는것
cable /ˈkeɪbl/ *n* 굵은 바줄, 케블, 쇠바줄
be made from …으로 만들어지다
odd /ɒd/ *a* 이상한
odd one out 이상한것 하나를 골라내기
cosmetics /kɒzˈmetɪks/ *n* 화장품
frying pan 지짐판
trade /treɪd/ *n* 상업, 무역
trade name 상품명, 상표
soysauce /ˈsɒɪsɔ:s/ *n* 간장
cord /kɔ:d/ *n* (전기의) 코드선, (방안)전기줄
fragrance /ˈfreɪgrəns/ *n* 향기, 향기가 있는것
cream /kri:m/ *n* 크림
lotion /ˈləʊʃən/ *n* 화장수
beauty lotion 살결물
powder /ˈpaʊdə/ *n* 화장분
toilet /ˈtɒɪlɪt/ *n* 화장; 위생실
toilet soap 세수비누
toothbrush /ˈtu:θbrʌʃ/ *n* 치솔
liquor /ˈlɪkə/ *n* 알콜음료, 증류술
process /ˈprɒses/ *v* 가공하다, 처리하다
instant /ˈɪnstənt/ *a* 즉석의, 즉시적인
instant noodle 즉석국수
soybean /ˈsɔɪbi:n/ *n* 콩
soya /ˈsɒɪə/ *n* = soybean
informal /ɪnˈfɔ:məl/ *a* 비공식적인
synthetic /sɪnˈθetɪk/ *a* 인조의, 인공적으로 만든, 합성의
vinyl /ˈvaɪnɪl/ *n* 비닐기 *a* 비닐제의
wallpaper /ˈwɔ:lˌpeɪpə/ *n* 벽지, 도배종이
pressed cotton 압착솜
sponge /spʌndʒ/ *n* 해면
quality /ˈkwɒlɪti/ *n* 질, 품질
high-quality 품질이 좋은, 고급의
exterior /eksˈtɪərɪə/ *a* 바깥의, 외부의
interior /ɪnˈtɪərɪə/ *a* 내부의, 안의
painting /ˈpeɪntɪŋ/ *n* 색칠, 도색
enamel /ɪˈnæməl/ *n* 에나멜
calcium /ˈkælsɪəm/ *n* 칼시움
carbonate /ˈkɑ:bənɪt/ *n* 탄산염
calcium carbonate 탄산칼시움
china /ˈtʃaɪnə/ *n* 자기, 도자기류
industrial art 공예, 공작
ceramics /sɪˈræmɪks/ *n* 도자기제조업, 요업
porcelain /ˈpɔ:s(ə)lɪn/ *n* 자기, 사기, 자기류
foodprocessing 식료가공의
comic /ˈkɒmɪk/ *n* 만화, 만화잡지
lorry /ˈlɒri/ *n* 화물차, 짐차
common /ˈkɒmən/ *a* 사회일반의, 보통의
unstressed /ˌʌnˈstrest/ *a* 력점이 없는, 강조하지 않는
connection /kəˈnekʃən/ *n* 련결
race /reɪs/ *n* 경주, 경마

wage /weɪʤ/ *n* 로임
education /ˌedjʊˈkeɪʃən/ *n* 교육
diamond /ˈdaɪəmənd/ *n* 금강석
bauxite /ˈbɔːksaɪt/ *n* 보크사이트
CD player 씨디록화(음)기
record player 전축
communication /kəˌmjuːnɪˈkeɪʃən/ *n* 통신
save /seɪv/ *v* 저축하다, 보관하다, 구원하다

Unit 18

container /kənˈteɪnə/ *n* 집함, 용기
ferry /ˈferi/ *n* 나루터, 나루배, 련락선
railway station 철도역
boss /bɒs/ *n* 책임자, 감독
washing machine 세탁기
Southampton /saʊθˈ(h)æm(p)tən/ *n* 싸우쌤프톤
Portsmouth /ˈpɔːtsməθ/ *n* 포쯔머스
Calais /ˈkæleɪ/ *n* 깔레
Dover /ˈdəʊvə/ *n* 도버
lend /lend/ *v* 빌려주다
baker /ˈbeɪkə/ *n* 빵집, 빵굽는 사람
baker's 빵집
doctor's 개인병원
grandma /ˈɡræn(d)mɑː/ *n* 할머니
trolley /ˈtrɒli/ *n* 손수레, 밀차
stethoscope /ˈsteθəˌskəʊp/ *n* 청진기
chemist /ˈkemɪst/ *n* 화학자; 약제사; 약방
chemist's 약방, 약국
concert hall 음악당
on the left of …의 왼쪽에
on the right of …의 오른쪽에

Unit 19

barrage /ˈbɑːrɪʤ/ *n* 보뚝, 언제
the West Sea Barrage 서해갑문
estuary /ˈestjuəri/ *n* 강어귀, (강어귀에 생긴) 작은 만
control /kənˈtrəʊl/ *v* 조절하다, 통제하다
open up 열어놓다
prospect /ˈprɒspekt/ *n* 전망
foreign /ˈfɒrɪn/ *a* 외국의, 대외의
foreign trade 대외무역
make it possible for *sth.* to do …이 …하는것을 가능하게 하다
irrigational /ɪrɪˈɡeɪʃənl/ *a* 관개의
drinking water 음료수
fully /ˈfʊli/ *ad* 충분히
tunnel /ˈtʌnl/ *n* 차굴, 지하도
service tunnel 수리(봉사)갱도
channel /ˈʧænl/ *n* 해협
hydrofoil /ˈhaɪdrə(ʊ)fɔɪl/ *n* 수중날개배
catamaran /ˌkætəməˈræn/ *n* 쌍동체선, 떼목배
direct /dɪrekt/ *ad* 곧게, 직행으로
super-fast train 초고속렬차
especially /ɪsˈpeʃəli/ *ad* 특별히
announcement /əˈnaʊnsmənt/ *n* 알림, 공시
Eurostar /ˈjʊərəstɑː/ *n* 유로스타
first class 1등의, 1급의
depth /depθ/ *n* 깊이
emergency /ɪˈmɜːʤənsi/ *n* 비상사태, 위급한 경우
lighting /ˈlaɪtɪŋ/ *n* 조명
snack /snæk/ *n* 간단한 식사, 가벼운 식사

passenger /ˈpæsɪndʒə/ *n* 려객, 승객
passenger train 려객렬차
drill /drɪl/ *n* 천공기, 송곳
put up the walls of tunnel 갱도벽을 세우다
put down the train track 철길궤도를 놓다
engineering /ˌendʒɪˈnɪərɪŋ/ *n* 공학, 공학기술
engineer /ˌendʒɪˈnɪə/ *n* 기사, 기술자, 공학전문가
rat /ræt/ *n* 쥐
bilingual /ˌbaɪlɪŋgwəl/ *a* (책, 사전 등) 두 나라 말로 쓰인, 두 나라 말을 쓰는
sick /sɪk/ *a* 앓는; 토할것 같은
feel sick 멀미하다
abbreviation /əˌbri:vɪˈeɪʃən/ *n* 줄임형, 략자
lbs /paʊndz/ *n* = pounds의 준말 (lb의 복수)
refer /rɪfɜ:/ *v* 보내다; 시사하다, 언급하다
refer to …을 시사하다, …을 가리켜 말하다
automobile /ˈɔ:təmə(ʊ)bi:l/ *n* 자동차
association /əˌsəʊsɪˈeɪʃən/ *n* 련합, 협회
well /wel/ *n* 우물 *a* 건장한, 건강한
lasting /ˈlɑ:stɪŋ/ *a* (오래) 계속되는, 영원한
translation /trænsˈleɪʃən/ *n* 번역, 해석
taxation /tækˈseɪʃən/ *n* 과세, 징세
freedom /ˈfrɪdəm/ *n* 자유, 면제
conscience /ˈkɒnʃəns/ *n* 량심
violence /ˈvaɪələns/ *n* 폭력
period /ˈpɪərɪəd/ *n* 시기, 주기
peace /pi:s/ *n* 평화
spring /sprɪŋ/ *n* 샘; 봄 *v* 튀여오르다
fish /fɪʃ/ *v* 낚시질하다

Unit 20

section /ˈsekʃən/ *n* 부분, 절
sleeve /sli:v/ *n* 팔소매
gallery /ˈgæləri/ *n* 미술품진렬실(장), 미술관
the Korean Art Gallery 조선미술박물관
indoor /ɪnˈdɔ:/ *a* 집안의, 실내의
stadium /ˈsteɪdjəm/ *n* 경기장
the Pyongyang Indoor Stadium 평양체육관
the Korean Central History Museum 조선중앙력사박물관
the Pyongyang Koryo Hotel 평양고려호텔
rink /rɪŋk/ *n* 스케트장
the Ice Rink 빙상관

Unit 21

power /ˈpaʊə/ *n* 힘, 능력; 동력, 전력, 전기
power station 발전소
blackout /ˈblækaʊt/ *n* 정전
trap /træp/ *v* 함정에 빠뜨리다 *n* 덫
be trapped 갇히다, 덫에 걸리다
subway /ˈsʌbweɪ/ *n* 지하철(도) =underground
lift /lɪft/ *n* 승강기
elevator /ˈelɪveɪtə/ *n* = lift
Niagara /naɪˈæg(ə)rə/ *n* 나이애거러강(폭포)

square kilometre 평방키로메터(㎢)
prison /ˈprɪzn/ *n* 감옥
traffic /ˈtræfɪk/ *n* 교통, 통행
traffic signal 교통신호등
= traffic lights
trouble /ˈtrʌbl/ *n* 고통, 괴로움
stay calm 침착하다
calmly /ˈkɑ:mli/ *ad* 침착하게
panic /ˈpænɪk/ *n* 공포, 당황
v 당황해하다
San Francisco 쌘프런씨스코
break down 파괴되다
hydroelectric /ˌhaɪdrə(ʊ)ɪˈlektrɪk/
a 수력의
hydroelectric power station
수력발전소
medium /ˈmi:djəm/ *n* 중간 *a* 중간의,
보통의
medium hydroelectric power station
중형수력발전소
generator /ˈʤen(ə)reɪtə/ *n* 발전기
diagram /ˈdaɪəgræm/ *n* 도해, 도표
reduce /rɪˈdju:s/ *v* 줄어들다, 줄이다
increase /ɪnˈkri:s/ *v* 늘어나다, 늘이다
transformer /trænsˈfɔ:mə/ *n* 변압기
nuclear /ˈnju:klɪə/ *a* 원자력의(을
리용하는)
volt /vəʊlt/ *n* 볼트 (V)
atom /ˈætəm/ *n* 원자
proton /ˈprəʊtɒn/ *n* 양성자
neutron /ˈnju:trɒn/ *n* 중성자
positive /ˈpɒzɪtɪv/ *a* 양성의
negative /ˈnegətɪv/ *a* 음성의; 부정의
repel /rɪˈpel/ *v* 배척하다
electron /ɪˈlektrɒn/ *n* 전자
comb /kəʊm/ *n* 빗 *v* 빗질하다
plug /plʌg/ *n* 꽂개, 마개
socket /ˈsɒkɪt/ *n* 소케트
main /meɪn/ *a* 주요한, 주요부분을
이루는
attract /əˈtrækt/ *v* 끌다, 끌어당기다
stick /stɪk/ *v* 달라붙다; 찌르다
stick to …에 달라붙다
vowel /ˈvaʊəl/ *n* 모음

Unit 22

scream /skri:m/ *v* 비명을 지르다,
째지는 소리를 내다
lid /lɪd/ *n* 뚜껑, 덮개
floor /flɔ:/ *n* (건물의) 층, 마루
so far 지금까지
frightening /ˈfraɪtnɪŋ/ *a* 간담을 서늘케
하는, 깜짝 놀라게 하는
instruction /ɪnˈstrʌkʃən/ *n* 지도, 명령,
교시, 지시
friendly /ˈfrendli/ *a* 우호적인, 상냥한,
친절한
clap /klæp/ *v* (손벽을) 세게 치다
clap one's hands 박수치다
corner /ˈkɔ:nə/ *n* 구석
headphone /ˈhedfəʊn/ *n* 머리(에 거는)
수화기(수신기)
rewind /rɪˈwaɪnd/ *v* 다시 감다
stop button 멈추기단추
eject /ɪˈʤekt/ *v* 튕겨내다, 뽑아내다
eject button 탈출단추
go straight on 계속 곧추가다
tourist /ˈtʊərɪst/ *n* 려행자, 관광객
a 관광객의(을 위한)
tourist information office 관광안내소
complicated /ˈkɒmplɪkeɪtɪd/ *a* 복잡한
turning /ˈtɜ:nɪŋ/ *n* 굽음, 모퉁이
circular /ˈsɜ:kjʊlə/ *a* 순환적인,
고리모양의

bandit /ˈbændɪt/ *n* 비적, 산적
flame /fleɪm/ *n* 불길
lean /li:n/ *v* 기대다, 의지하다
  lean against …에 기대다
softly /ˈsɒftli/ *ad* 부드럽게
in the distance 저멀리, 먼곳에
litter /ˈlɪtə/ *n* 오물, 쓰레기
character /ˈkærəktə/ *n* 특성, 문자

Unit 23

locate /lə(ʊ)ˈkeɪt/ *v* (건물 등을 특정한 장소에) 두다
pride /praɪd/ *n* 자부, 긍지, 자랑
electrification /ɪˌlektrɪfɪˈkeɪʃən/ *n* 전기화
base /beɪs/ *n* 기지, 기반, 토대
construction /kənˈstrʌkʃən/ *n* 건설
youth /ju:θ/ *n* 청년, 청춘
set an example 모범을 보이다, 전례를 만들다
visitor /ˈvɪzɪtə/ *n* 방문자, 방문객
click /klɪk/ *v* 찰깍 소리를 내다; 《콤퓨터》마우스를 누르다
  click one's tongue 혀를 차다
realize /ˈrɪəlaɪz/ *v* 깨닫다, 인식하다
supply /səˈplai/ *n, v* 공급(하다)
essential /ɪˈsenʃəl/ *a* 필수적인, 중요한
spare /speə/ *v* …없이 지내다; 떼여주다, 나누어주다
furniture /ˈfɜ:nɪtʃə/ *n* (집합적) 가구, 비품, 세간
layer /ˈleɪə/ *n* 층, 겹
  two or three layers of glass 2~3겹의 유리
normal temperature 정상온도
chimney /ˈtʃɪmni/ *n* 굴뚝, 연통
insulation /ɪnsjʊˈleɪʃən/ *n* 차단, 격리, 절연, 절연물
stop the heat going out 열이 방출되는것을 막다
attic /ˈætɪk/ *n* 지붕밑의 층, 고미다락방
watt /wɒt/ *n* 와트 (W)
fluency /ˈflu:ənsi/ *n* 류창
amount /əˈmaʊnt/ *n* 총계, 량

Unit 24

leave /li:v/ *v* 떠나다; 남기다
  leave space 공백을 두다
microphone /ˈmaɪkrəˌfəʊn/ *n* 마이크, 송화기
agree /əˈgri:/ *v* 동의(승낙)하다, 합의하다
  agree with …와 합의하다

Unit 25

invitation /ˌɪnvɪˈteɪʃən/ *n* 초대, 초빙; 초대장
pedal /ˈpedl/ *a* 발의 *n* 발디디개
gradually /ˈgrædjuəli/ *ad* 점차, 서서히
comfortably /ˈkʌmf(ə)təbli/ *ad* 편안히
oar /ɔ:/ *n* 노, 삿대
tightly /ˈtaɪtli/ *ad* 단단히, 꽉
firmly /ˈfɜ:mli/ *ad* 단단히, 굳게
continuously /kənˈtɪnjʊəsli/ *ad* 계속해서, 련속적으로, 끊임없이
dial /ˈdaɪ(ə)l/ *n* 눈금판, 글자판
frequently /ˈfri:kwəntli/ *ad* 자주, 빈번히
instructor /ɪnˈstrʌktə/ *n* 가르치는 사람, 교수자, 교원
trainer /ˈtreɪnə/ *n* 훈련생, 훈련자, 조마사

bracket /ˈbrækɪt/ *n* 괄호
row /rəʊ/ *v* 노를 젓다
decathlon /dɪˈkæθlɒn/ *n* 10종경기
decathlon events 10종체육종목
decathlete /dɪˈkæθli:t/ *n* 10종경기선수
discus /ˈdɪskəs/ *n* 원반, 원반던지기
shot /ʃɒt/ *n* 포환
hurdle /ˈhə:dl/ *n* 장애물
jumping over the hurdle 장애물넘기
javelin /ˈdʒæv(ə)lɪn/ *n* 창, 던지는 창
javelin throw 창던지기
high jump 높이뛰기
long jump 너비뛰기
vault /vɔ:lt/ *n* 뛰기, 도약
pole vault 장대뛰기
Gondwanaland /gɒndˈwɑ:nəˌlæ(:)nd/ *n* 곤드와나대륙
New Guinea /njʊˈgɪni/ *n* 뉴기니아
supercontinent /ˌsjʊpəˈkɒntɪnənt/ *n* 《지질》 초대륙
Laurasia /lɔ:ˈreɪʃə/ *n* 로라시아
break up 해체하다, 갈라지다
okapi /əʊˈkɑ:pi/ *n* 《동물》 오카피 (기린과 비슷한 동물)
mysterious /mɪsˈtɪərɪəs/ *a* 신비한, 리해할수 없는
ancient /ˈeɪnʃənt/ *a* 고대의
archaeological /ˌɑ:kɪəˈlɒdʒɪkəl/ *a* 고고학적인
movement /ˈmu:vmənt/ *n* 운동, 움직임
pulque /ˈpu:lkeɪ/ *n* 룡설란술 (메히꼬)
builder /ˈbɪldə/ *n* 건설자
burial /ˈberɪəl/ *n* 매장, 묘
burial site 묘자리
be well known for …로 잘 알려져있다
excavate /ˈekskəˌveɪt/ *v* …에 구멍을 뚫다; 파내다, 발굴하다
remain /rɪˈmeɪn/ *n* (보통 *pl.*) 유물
mural /ˈmjʊərəl/ *a* 벽의, 벽에 걸린 *n* 벽화, 벽장식
mural painting 벽화
tomb /tu:m/ *n* 무덤
talented /ˈtæləntɪd/ *a* 재능있는
contain /kənˈteɪn/ *v* 포함하다
awesome /ˈɔ:səm/ *a* 공포심을 불러일으키는, 끔찍한
diverse /daɪˈvə:s/ *a* 같지 않은, 다른, 다양한
theme /θi:m/ *n* 제목, 주제, 론제
guardian /ˈgɑ:djən/ *n* 보호자, 수호자, 관리인
performance /pəˈfɔ:məns/ *n* 수행, 실행; 공연, 연주
chamber /ˈʧeɪmbə/ *n* 방, 특별히 쓰는 큰 방
decorative /ˈdek(ə)rətɪv/ *a* 장식의, 장식적인
undeniable /ˌʌndɪˈnaɪəbl/ *a* 부인할수 없는, 아주 훌륭한, 틀림없는
remarkable /rɪˈmɑ:kəbl/ *a* 주목할만한, 뛰여난
artistic /ɑ:ˈtɪstɪk/ *a* 예술의, 예술적인
capacity /kəˈpæs(ə)ti/ *n* 용적, 능력
pictorial /pɪkˈtɔ:rɪəl/ *a* 그림의, 그림으로 표시하는
pictorial art 그림법, 그림
zinc /zɪŋk/ *n* 《금속》 아연

이 책은 제 1 중학교, 중학교 3 학년학생들을 위한 영어교과서이다.

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